

FY 2022, Quarter 2 Report

JANUARY – MARCH 2022

USAID LEARN TOGETHER ACTIVITY



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Contract No. 72011520C00006

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ACRONYMS

AOE	Academy of Education
CBMU	Community Based Methodological Units
CICT	MoES Center for Information and Communication Technologies
COP	Chief of Party
COR	Contracting Officer's Representative
DED	District Education Departments
DQA	Data Quality Assessment
DRS	Districts of Republican Subordination
EDI	Education Development Institute
EGMA	Early Grade Math Assessment
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
FY	Fiscal Year
GBAO	Gorno-Badakhshan Autonomous Oblast
HEI	Higher Education Institution
HMU	Heads of Methodological Units
IDP	Inclusive Development Partners
LTA	USAID Learn Together Activity
M&E	Monitoring and Evaluation
MEL	Monitoring, Evaluation and Learning
MoES	Ministry of Education and Science
MoU	Memorandum of Understanding
PD	Professional Development
PIRS	Performance Indicator Reference Sheet
PITT	Performance Indicator Tracking Table
PSA	Public Service Announcement
RED	Regional Education Department
RTMC	Republican Teaching and Methodological Center
RITTI	Regional In-service Teacher Training Institute
RWM	USAID Read with Me
SEL	Social Emotional Learning
SSME	Snapshot of School Management Effectiveness
TIPDIS	Teacher In-Service Professional Development Information System

TLM	Teaching and Learning Materials
ToT	Training of Trainers
UDA	Universal Design for Assessment
UDL	Universal Design for Learning
UNICEF	The United Nations Children's Fund
USAID	United States Agency for International Development
USG	United States Government
WB	World Bank
WG	Working Group
WU	Writers' Union

EXECUTIVE SUMMARY

With no Memorandum of Understanding (MoU) between the U.S. government and the Ministry of Education and Science (MoES), the USAID Learn Together Activity (LTA) nonetheless continued preparations of teaching and learning materials and continuous review of approaches. On March 28, 2022, the MoES provided feedback to USAID LTA on the pilot version of the competence-based standards and syllabus that was submitted for review in December 2021. The feedback was provided by the Republican Teaching and Methodological Center (RTMC), the Academy of Education (AOE), and the Education Development Institute (EDI) of the AOE. The MoES expressed its appreciation for making the standards and syllabi user friendly and incorporating international best practices.

During this quarter, the working group (WG) reviewed and finalized the Early Grade Reading Assessment (EGRA), Early Grade Math Assessment (EGMA), Social Emotional Learning (SEL), and Snapshot of School Management Effectiveness (SSME) instruments for Tajik and Russian schools. The revised instruments were piloted in select schools in Dushanbe, Districts of Republican Subordination (DRS), and Kulob regions. USAID LTA's Contracting Officer's Representative (COR) actively participated in the process and provided recommendations to the WG and USAID LTA team. The Activity began the national training for EGRA and EGMA enumerators for grades 2 and 4 with Tajik and Russian languages of instruction this quarter and the training will continue until April 8, 2022.

In January 2022, USAID LTA completed an ICT training course for 1,262 Community Based Methodological Unit (CBMU)-level trainers. USAID LTA, in collaboration with the MoES Center for Information and Communication Technologies (CICT), supported the CBMU-level trainers to improve their knowledge and skills in ICT and be able to apply these skills in further professional development and teacher training. After the training was completed, the CICT evaluated the 1,262 CBMU trainers and determined that 1,107 participants successfully passed. Participants from remote schools will be assessed in Quarter 3, and all successful participants will be awarded certificates by CICT.

On March 30, 2022, USAID LTA handed over a website that was developed for the RTMC to strengthen their capacity to provide methodological support to education stakeholders. The handover took place at an official meeting where representatives of MoES and RTMC together with USAID LTA management staff participated in a presentation and discussion around the effective use of the website. The website will serve not only as a homepage for RTMC staff and members of district methodological cabinets, but it will also store educational materials for school leaders, teachers, and students. All the materials that were developed under the USAID Read with Me Activity (RWM) were handed over to RTMC and after their review will be uploaded onto the website and made accessible to all users. USAID LTA will provide technical support to RTMC for one year to enable them to learn how to manage the website.

COVID-19 protocols. In Quarter 2, USAID LTA continued to follow COVID-19 protection measures and only essential staff were allowed to visit the office on a pre-approved basis, provided they wore a mask and abided by social distancing measures. Also, USAID LTA procured and distributed face masks and sanitizers to all regions in advance of the upcoming CBMU level training.

Section A: Major Activities and Achievements

Component I: Improved Instruction and Availability of Supplemental Materials Related to Reading Subjects

Subcomponent I.1 Effective Teacher Professional Development (PD) including In-Service and Pre-Service

Activity I.1.1 Support the MoES to pilot updated Primary Grade Tajik Language Standards and Syllabus

Activity I.1.1a. Finalize and approve the pilot version of updated Primary Education Tajik Language, Russian Language, and Reading Subject Standards and Syllabus

In December 2021, USAID LTA and the Curriculum Review WG submitted the revised primary education standards to the MoES for system review and pilot approval. The MoES instructed the Textbook Center to liaise with RTMC, AOE, and EDI on the review process. During Quarter 2, USAID LTA collaborated with the MoES Textbook Center to print 3 additional copies of the standards and syllabi and establish communication between reviewers and developers. From January 17, 2022, the MoES Textbook Center started receiving and filing feedback protocols from RTMC, AOE, and EDI. By March 28, 2022, the MoES Textbook Center had received and filed about 71 pages of the feedback protocols for 10 primary education subjects. USAID LTA received the feedback protocols on the last day of Quarter 2 and conducted an initial review. The summary of positive feedback and areas for further improvement are illustrated in the table below.

Table # 1. Summary of Recommendations on Primary Standards

Summary of positive feedback	Recommendations for improvement
For the first time in 30 years, the Tajik language reading standards and syllabus have been developed as separate documents that will support problem solving related to integrated teaching of the Tajik language and reading.	The separation of the Tajik language into two subjects is recognized as one of the most important reforms. A wider system review by primary teachers from all parts of the country is recommended before finalizing the documents and sharing them with MoES for approval.
The detailed teaching and learning scope and sequence represented in the standards will support teachers to effectively manage the teaching and learning process.	The current format is good, however, it requires the reader to spend additional time going through the document to align different sections. Therefore, the document should be streamlined and divided into three separate parts: (1) standards, (2) syllabus, and (3) teaching methodology.
The competences are grouped and organized by strands and sub-strands that helps primary experts, developers, teacher trainers, mentors, and teachers to have a clear picture of what is required and how to sequence the teaching and learning to achieve these competences.	The table of competences/learning outcomes contains inconsistent information on learning objectives and outcomes. It would be better to select one way to present the information.
The learning assessment approaches are clearly described in the standards and syllabus.	The learning assessment section should be enriched with the students' exemplar.

Tajik Language

The members of the WG and the USAID LTA technical team developed 40 draft sample lesson plans for Tajik language and reading during this workshop, and USAID LTA selected 10 lesson plans which were designed, illustrated, and translated into English and shared with international consultants for their review and feedback.

Russian Language

During Quarter 2, USAID LTA supported the MoES WG to develop draft subject standards for Russian language and literary reading for Russian medium schools. USAID LTA's Primary Education Specialist for Russian Medium Schools facilitated weekly meetings where the MoES WG met to evaluate the results, reviewed feedback from international consultants, and adjusted the terms and descriptions of learning outcomes and assessment approaches. The draft standards for Russian language and reading consist of five sections which reflect competence-based education and considers the characteristics of primary grade students and their learning conditions. In March 2022, USAID LTA initiated the design and printing of the primary education Russian language literary reading subjects' standards for further MoES review and evaluation.

In addition, the MoES WG developed and presented the students assessment approach aligned with the new requirements of the Russian language and literary reading standards. The assessment approach presents key elements of the student's learning outcomes assessment described in the revised version of the Russian language and Literary Reading Standards in the "Assessment" Section. This section describes the connection between the requirements of cross-curriculum and metacognitive outcomes and supplementary learning materials, as well as teacher competences on deep and professional understanding of subject learning outcomes and readiness to apply modern and effective tools to evaluate metacognitive skills.

In February 2022, USAID LTA in collaboration with the MoES established a new WG to design Russian language and literary reading syllabus for grades 1-4. In March 2022, USAID LTA conducted the first introductory meeting with the new WG and developed an activity plan and defined and agreed on tasks and responsibilities for each member of the WG and sub-groups.

Activity 1.1.1b. Select and Train Pilot Teachers and Pilot Support Mentors (Tajik and Russian Schools)

From January 6 to 8, 2022, USAID LTA conducted a three-day workshop for 24 pilot mentors representing all regions of the Republic of Tajikistan. During this workshop, USAID LTA focused on improving the pilot mentors' knowledge and skills on formative assessment strategies by learning, evaluation, and practicing sample lesson plans developed based on the revised standards and syllabus. USAID LTA applied the "see it, name it, do it" (SINIDI) training approach to demonstrate sample lessons, analyze, actively reflect, and practice lesson plans.

Activity 1.1.1c. Pilot Primary Grade Tajik and Russian Language and Reading Standards, Syllabus and Supplementary Materials

As there is no MoU between the governments of Tajikistan and the United States, USAID LTA took the time to further develop relevant materials. From February 1 to 5, 2022, USAID LTA organized a development workshop to accelerate the pilot lesson plan process by mobilizing a group of eight primary education experts from existing WGs (curriculum review WG, pilot mentors, chrestomathy and language practice book developers and supplementary material developers). The objective of the workshop was to develop a series of sample lesson plans to help pilot teachers to apply revised subject standards and syllabus. USAID LTA applied a different approach to support the WG to design lesson plans. This approach

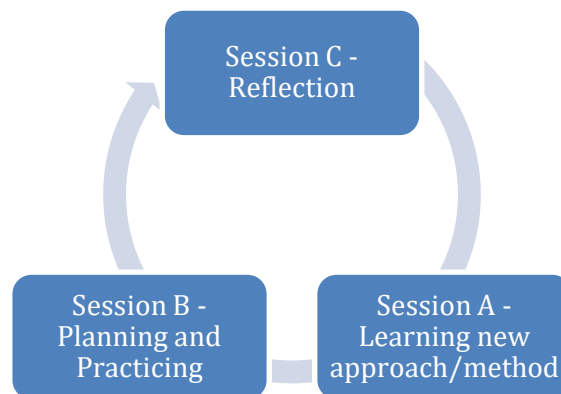
included reviewing and reflecting on the best samples, defining success criteria, jointly developing a sample and guide, and presenting and evaluating the results on a daily basis.

In January 2022, USAID LTA developed a set of teacher training materials for 12 sessions on functional literacy. The teacher training package consists of the following materials:

- Trainers' guide based on the SINIDI training model designed for three series of sessions: reflection, new contents, and practice
- Teachers' workbook that consists of an information page on the presented technique/method and forms for planning and practicing the application of these approaches
- Set of 12 training lesson script handouts on the practical application of the learned approaches/methods

Each session follows a training cycle that consists of three elements per the figure below:

Figure 1. Training Cycle Elements



The training materials were designed based on technologies, methods, and techniques that meet the competence-based approach to learning, which underlies the developed draft standards for the Russian language and literary reading in Russian medium schools, the concept includes the following:

- a) Dialogic approach: discourse (method of setting the educational problem "problem situation with a brainstorm", method of searching and solving an educational problem in Russian language and reading lessons)
- b) Critical thinking strategies: techniques ("insert", "thick and thin questions", "bloom chamomile", "cinquain" in Russian language and reading)
- c) Productive reading: techniques ("forecasting", "dialogue with the author", "commented reading", "question and answer relationship")

Activity 1.1.1d. Pilot Data Analyses and Updated Primary Grade Tajik and Russian Language Standards, Syllabus and Supplementary Materials

This activity is postponed until the MoU is signed between the United States government and the Government of the Republic of Tajikistan. If the MoU is not signed before May 2022, USAID LTA will postpone piloting to the next academic year (Grades 2-4 September to December 2022, and Grade 1 January to March 2023).

Activity 1.1.2 National introduction of the revised and piloted Primary Grade Tajik Language Standards and Syllabus

Activity 1.1.2a Print and distribute Primary Grade Tajik Language Standards and Syllabus

This activity will begin in Quarter 4, following MoES collegium approval (expected in June 2022).

Activity 1.1.2b Print and distribute Primary Grade Russian Language and Reading Standards and Syllabus

This activity will begin in Quarter 4, following MoES collegium approval (expected in July 2022).

Activity 1.1.3. Develop capacity of community-based trainers at Community-Based Methodological Units (CBMU) for training and coaching

Activity 1.1.3a. Continue ICT training of CBMU-level Trainers (Pre-Course Training phase) at district level (through December 2021)

In January 2022, USAID LTA completed an ICT training for 1,262 CBMU-level Trainers. USAID LTA in collaboration with the MoES Center for Information and Communication Technologies (CICT) trained CBMU-level trainers to improve their knowledge and skills in ICT and to be able to apply these skills in further professional development and teacher training. After the training cycle ended, the MoES issued an order (MoES letter dated January 14, 2022, #20 (100) 02-33) to evaluate the CBMU-level trainers. The CICT evaluated 1,262 CBMU trainers and determined that 1,107 successfully passed and 155 participants did not. At the end of Quarter 2, USAID LTA received actual data on each CBMU-level trainer and the USAID LTA monitoring and evaluation (M&E) team initiated the development of CBMU-level trainers profile data.



ICT training for CBMU-level trainers in Norak city, Khatlon region

Activity 1.1.3b. Conduct TOT for master trainers (teacher training content)

From January 6 to 8, 2022, USAID LTA conducted a three-day workshop for 150 district master trainers and training monitors in Shohambari, Hissor District.

USAID LTA guided the Republican In-service Teacher Training Institute (RITTI) teacher training materials development WG to evaluate and select high-leverage teaching techniques/methods for learning environment and formative assessment strategies. The WG designed a set of teacher training materials for 16 face-to-face sessions, eight reflections, and eight practice and planning sessions. The set of materials includes a trainer's guide, teacher's handbook, teacher's workbook, and a series of PowerPoint presentations.



Workshop for 150 district master trainers in Shohambari, Hissor District

The learning environment and formative assessment training block consists of 28 high-leverage teaching techniques carefully grouped under common pedagogical concepts. During the trainings, they practiced using the SINIDI model. The concepts and techniques are described in the table below:

Table 2. High-leverage Teaching Techniques

Learning Environment: Building a Learning Community	
Technique/Method/Strategy	Descriptions
(1) What to Do?	Giving clear and precise directions using the minimum number of words possible (about three words). The “what to do?” technique enables teachers to assist students to clearly understand what is expected of them, minimize confusion, and maximize time for learning.
(2) Radar	Visually scanning the classroom to assess what students are doing. The “radar” technique provides teachers with a complete view of the classroom to praise students and adjust instruction as necessary to keep learning on track.
(3) Positive framing	Describing the expected action or outcome instead of focusing on what is currently not working. Positive framing helps students understand the ideal outcome and that it is achievable. People are motivated much more by the positive than they are by the negative. If you are motivated, you learn better and remember more of what you learn. It creates a positive set of classroom interactions while maintaining an academic focus and high expectations for behavior and culture.
Learning Community	
(4) Active listening	Students’ behavior that boosts their ability to pay attention, both to the teacher and to each other. By teaching and reinforcing these key behaviors, they are building habits that will help them speak and listen to each other and develop their best ideas in the classroom.
(5) Think, pair, share	Protected time for each student to think alone before a structured conversation with a partner, which culminates in a whole-classroom share. It gives students time to engage in the difficult work of thinking and provides them with the opportunity to rehearse their answers before they take the social and emotional risk of sharing them with the whole class. Think, pair, share expects everyone in the class to engage and is a thinking multiplier.

(6) Circle time	Circle time is a 15-minute meeting to begin the school day as a community and it includes a greeting, engaged sharing, teamwork activity, and morning message. For students to invest as much effort as they have available in their learning, they need to feel safe and secure. Student-teacher relationships are a very strong driver of student achievement and foster self-efficacy as learners. We know that students will not invest effort where they do not believe they are likely to be successful, so when teachers build a culture of trust it is more likely that students will thrive.
Formative Assessment: Differentiation	
(7) Exemplar	The teacher completes the same task s/he expects students to complete by the end of the lesson. This allows the teacher to fully understand all aspects of the task itself.
(8) Know / demonstrate chart (Planning)	Teacher analyzes the exemplar s/he has just created to make a chart of the things students need to know and be able to demonstrate in their work in order to master the objective of the lesson. This allows the teacher to break down the task into specific chunks of information that will inform and improve their lesson.
(9) Anticipate Misconceptions (Planning)	Teacher considers misconceptions that students might have as they work on a task. This helps the teacher to prepare a response and provide guidance during the lesson.
(10) Right is Right	Teacher validates a student's incomplete/incorrect contribution while also pushing for deeper thinking. Teachers should communicate clearly what is completely right and what is not so that students can better understand their progress.
(11) Prompts and stock questions	Teacher asks short statements to help students develop their thinking. The teacher pushes thinking back onto the students (instead of giving them the answer).
(12) Control your tell	Teacher avoids hinting with their body language or tone whether an answer is correct or not. This forces students to rely on their own thinking rather than the cues they get from their teacher.
(13) Progress check	Progress checks surface common student misconceptions and ensure they are eliminated. They ensure that learning is secured and can support further growth. They bring to the surface minor gaps in knowledge and skills that are easy to address and also build a safe culture of error and collaborative effort that empowers students to develop their self-efficacy as learners. Progress checks also enable teachers to gauge where their students are and adjust as needed.
(14) Explore	Teacher challenges students by having them apply their learning in a different context. The teacher continues to challenge students once s/he has ensured the learning is secure. S/he also communicates that learning never stops.
Formative Assessment: Self-Regulated Learning	
(15) Share the exemplar	Teacher shares a model of a successfully completed task with students so students can work independently and have a clear goal to work towards.
(16) Self-assessment	Students anticipate what parts of the exemplar task will be most difficult so they can identify the work they need to focus on for improvement.

(17) Bridging task	Teacher provides a range of tasks that help students close the gap between their work and the exemplar provided. Students choose the task(s) that best matches their areas for improvement. Then students build a habit of reflecting on their own work and strategizing on how to improve it.
(18) Stuck strategy	Techniques the students apply when they are unclear about what to do next. This allows students to develop their resilience in problem-solving.
Formative Assessment: Observation and Evidence Elicitation	
(19) Everybody writes	All students are given a writing task to complete in silence before continuing next draft development. This provides teachers with an opportunity to have evidence that shows progress for all students.
(20) Circulate	Teacher circulates through the classroom and observes students as they write to see each student's work/progress.
(21) Comparison with exemplar	Teacher compares student responses with the completed exemplar. Thus, the teacher always has in mind what the right answer is and can identify which students are closest and which are the furthest off.
(22) Track the data	Teacher makes notes about each student's work in a tracker so that they can gather evidence to plan a relevant response.
Formative Assessment: Analysis & Feedback - Active Monitoring	
(23) Excavate the error	Teacher identifies the root cause of a student's misconception to properly understand student thinking around an error. It is not enough for a teacher to know that a student got something wrong, they must also know the breakdown in understanding that led to the mistake.
(24) Individual and group feedback	Once the teacher has identified the breakdown in understanding, they deliver precise constructive feedback to students targeted on that specific mistake. Students need to know exactly what to do to correct their mistake.
Formative Assessment: Analysis & Feedback	
(25) Reteach	After identifying the root cause of the mistake, the teacher closes the gap with a short reteach focusing only on that gap. This enables the teacher to respond to student needs quickly and concisely.
Formative Assessment: Guided Group - Script and Rollout the Routine	
(26) Script	A clear plan of expectations so that guided groups can run smoothly in the classroom. It is essential for both the teacher and students to know exactly how you will move students into a guided group.
(27) Rollout	Teacher explains the routine with students, so they clearly understand what will be expected of them during the guided group.
Formative Assessment: Guided Group - Tight Transitions	
(28) Tight transitions	Movements in and out of groups that allows transition from one action to another to be quick and run smoothly. The purpose of tight transitions is to have as much time as possible on each task.

USAID LTA promotes and supports a comprehensive approach to teacher professional development, aligning its training program with the Teacher Competence Framework that defines professional knowledge, skills, and attitudes. A new teacher training model/approach, SINIDI, allows teachers to learn new knowledge, practice and improve professional skills, and develop professional attitudes that are directly linked with their motivation to change teaching behavior toward students' learning. Thus, through

the SINIDI training model, a piece of new knowledge became a skill and created basis for positive attitudes leading to teaching and learning behavior change at the classroom level.

Activity 1.1.3c. Conduct CBMU trainers training (January – June 2022)

The start date for this activity was postponed as the MoU between the United States Government and the Government of the Republic of Tajikistan has not yet been finalized. During this quarter, USAID LTA continued refining the training program plan, which will work in tandem with RITTI to apply a blended learning approach to train primary teachers. The training consists of five “stations” where teachers rotate to learn, practice, apply, get support, reflect, and record new knowledge and skills. The “stations” are: (1) CBMU; (2) self-regulated learning through digital platform; (3) practical application of learned methods; (4) classroom observation and feedback session; and (5) organizing portfolio. In each “station” teachers complete different assignments, including closely related focused activities that enable them to master new skills and gain the confidence to apply and integrate new methods and concepts into the teaching and learning process. The table below describes the learning activities in each “station”.

Table 3. Learning Activities per Station

Activity venue	Theme/Session	Hours	Description
At CBMU Level	Reflection Session	1	During this session, the results of self-regulated learning, application of new methods, classroom observations, and feedback outcomes are presented and discussed, including teacher’s portfolios. The session consists of three parts: (1) presentation of the results with peers (in pairs or small groups); (2) defining key challenges and discussing how to solve them; (3) working with individual teachers to address their respective difficulties.
	Unit 1. Building Learning Environment and Formative Assessment. Session 3. Active Listening	2	During this session a new method, technique, or strategy will be delivered using the SINIDI model. One method or one teaching technology (consisting of several integrated parts) will be learned during this session via five parts: Part 1. Linking the knowledge and skills learned from the previous session and new knowledge and skills with the teacher competence framework, presenting session learning objectives and preparing teachers to learn a new skill. Part 2. See it. The new method (technique, technology, or strategy) will be demonstrated. The demonstration can be by a trainer’s live demonstration, using a video, or a plan (learning case, plan). Part 3. Name it. Teachers name (reflect on) key steps of what was demonstrated (show video, trainer demonstration or learning case) method/technique. Part 4. Do it. Teachers plan the new techniques/method and practice it. Part 5. Reflection. The trainer guides teachers to reflect on the session contents, what they have learned and practiced, and make conclusions. This is the main (key) session, and it is 90 minutes long (two training hours).
	Unit 1. Building	2	During this session a new method, technique, or strategy will be delivered using the SINIDI model. One method or

	Learning Environment and Formative Assessment. Session 4. Think, Pair, Share		one teaching technology (consisting of several integrated parts) will be learned during this session. The session parts are described above.
	Practice Session	1	After two key sessions where teachers learn and practice new methods through the SINIDI model, they will be encouraged to plan and practice new methods in their actual teaching and learning content (plans) for the coming week. They will work with actual teaching and learning contents for literacy and numeracy and integrate what they have learned from current and previous sessions/trainings. During this session, teachers are encouraged to develop at least one lesson plan for two subjects for the coming week and integrate the new methods.
At school level	Self-regulated learning through digital platform	2	In addition to CBMU-level training face-to-face sessions, teachers can enhance their knowledge and skills using the digital platform “Bozomuzii Dastras”. Teachers will have access to more and different types of information and levels of tasks/assignments, be able to assess their own learning progress on new knowledge and skills (concepts, strategies, methods, and techniques), and use text, video, power point presentation, and other teaching and learning resources. They will have access to coaches/mentors and peers via dialogue and feedback tools.
	Practical application of learned methods	2	Teachers prepare lesson plans during the practice sessions at CBMU level and spend two learning hours applying and reflecting on the lesson plans on weekly basis as an integrated part of the training course. After conducting two lesson plans, teachers reflect on every stage of the lesson plans and take notes. While reflecting, they will respond to questions such as, what went well? What was challenging that lead to lesson adjustments? What did you change and why? Teachers and school-based coaches (heads of methodological units (HMUs)) will use the data/information from the reflections during their feedback session (at school level) and reflection sessions at CBMU level during the next round of training (on the subsequent Saturday).
	Classroom observation and feedback session	2	Peer observation. While learning and practicing new methods during key sessions at the CBMU level, teachers and HMUs are introduced to the focused classroom observation tool on these particular methods. As a part of an obligatory course assignment, each teacher will have to observe at least two lessons delivered by their peers who are participating in the training. They will review and analyze the observation results and share feedback with each other. They will bring the lesson observation results and their feedback to the CBMU-level sessions to share with the coach and other teachers.

			Classroom observation by HMU Every week the HMU will observe teachers' lessons (those who are participating the training) and provide feedback during feedback sessions at school level at Methodological unit. In addition, the HMU will encourage teachers to pursue self-regulated learning and complete learning tasks and they will organize school level training monitoring. The CBMU trainer/coach will conduct a feedback session with the observed teachers (including HMU) based on the observation results.
	Organizing portfolio	2	At the end of the learning/training week, and after completion of the real application of the lesson plans, teachers will edit and finalize lesson plans, supplementary materials, and videos or photos (if possible), and create a portfolio rubric in digital or hard copy.
Training hours per week		14	

According to the training program, one training cycle covers 14 training hours divided into six face-to-face training hours at the CBMU level and eight self-regulated or guided training hours per week. The training consists of 21, 14-hour training cycles followed by six assessment hours at each CBMU level.

The blended learning approach requires thoughtfully designed mentoring and an M&E plan to ensure quality of trainings at every level or learning station. Therefore, in March 2022, USAID LTA and the RITTI WG defined and described the roles and tasks of each actor during the training and their communication channels as illustrated in the table below (next page).

Table 4. Roles and Responsibilities of each Stakeholder

Position/ Actors	Number of beneficiaries	Key Institutions	Roles and Responsibilities
Training monitors and evaluators	40	RITTI and its branches and the Regional Education Department	<ul style="list-style-type: none"> • Support districts from the regional level to organize trainings at CBMU levels • Liaise with District Education Departments (DED) to ensure training activities are supported at the district level and that target teachers are informed and involved • Monitor training activities at the district level (each actor will be responsible for two districts on average) • Conduct session observation at the CBMU • Conduct classroom observations for evaluation purposes • Meet district mentors to share data and discuss how to support CBMU-level trainers • Participate in the teacher training outcome assessment/evaluation and attestation • Organize monthly meetings at the regional level to share experiences, analyze data, and plan next month's activities • The monitors will submit a structured report on the quality of mentoring and training and USAID LTA will use the data to adjust activities to meet the needs of CBMU-level trainers
District training mentors	136	DED Methodological Cabinet – Primary Methodists	<ul style="list-style-type: none"> • Observe sessions and provide feedback to CBMU-level trainers • Support CBMU-level trainers with planning and delivering of training sessions • Observe lessons at the school level • Provide distance online support via digital platform and other communication means to CBMU-level trainers • Inform the CBMU-level trainers which training activities need to be stronger • Mentor other methodologists at district level to monitor training activities, teacher observations, and feedback sessions • Identify best lessons, check the lessons, and upload the lesson plan and its video clip onto the digital platform • Share the video example of best class strategy for each session concepts
CBMU level trainers	1,860	CBMU	<ul style="list-style-type: none"> • Run face-to-face sessions for 24 weeks • Train HMUs on observation, feedback, and supervision of teachers' self-regulated learning at school level • Fill M&E forms

			<ul style="list-style-type: none"> • Collect and enter data on Digital Platform • Provide distance support to school HMUs • Observe lessons in their own schools and nearby schools
Primary HMUs at target schools as school level mentors	3,115	School	<ul style="list-style-type: none"> • Participate in the CBMU-level trainings (as a trainer) • Participate in workshops on classroom observations and feedback sessions at CBMU level • Conduct at least two classroom observation per week and a follow-up feedback session • Organize and support teachers' self-regulated learning at the school level • Check the teachers' assignments and support them to complete the assignments on time
Primary school teachers	31,500	School	<ul style="list-style-type: none"> • Attend the CBMU-level sessions in accordance with the training schedule • Complete all the tasks and assignments on a weekly basis • Deliver sample lessons and reflect on each aspect of the delivered lesson • Communicate with peers and support common understanding of concepts at the school level • Conduct peer observation to support skill improvement • Integrate new concepts into regular teaching and learning • Prepare teaching and learning supplementary materials for effective implementation of the standards

The description of roles and responsibilities for each of the actors involved in the teacher training enabled USAID LTA and the RITTI WG to design supporting documents, such as M&E protocols, sessions, and classroom observation forms to establish a comprehensive and effective system that can be replicated by the RITTI in other areas of their teacher in-service training programs.

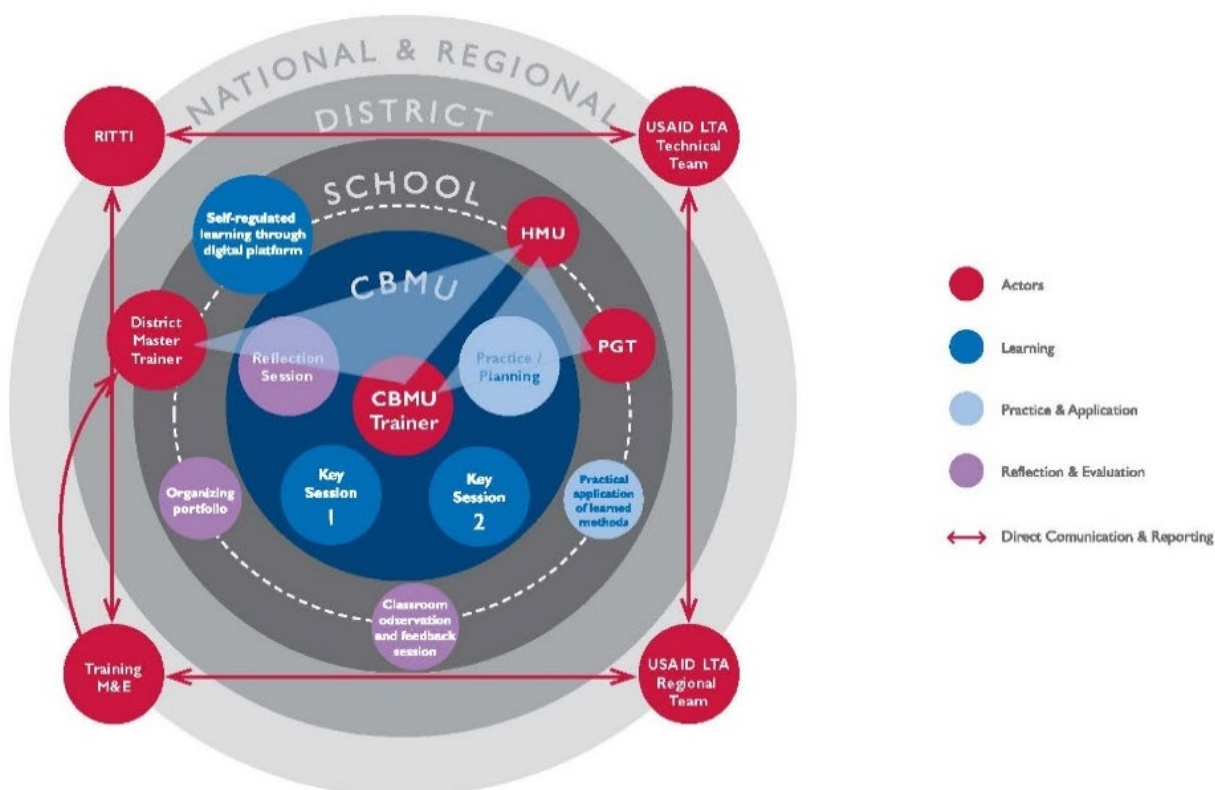
Activity 1.1.4. Develop Blended Learning Program for Primary Teachers on Implementation of revised Tajik Language Standards, Syllabus and Supplementary Materials

Many education sector reform projects supported by key donors have decided to apply the blended learning model to implement teacher professional development training without having a shared understanding and approach. Different definition and concepts presented by donor funded projects led to misinterpretation and misunderstanding among key stakeholders within Tajikistan's education system. USAID RWM piloted and implemented blended learning in teacher professional training and created a strong foundation for the institutionalization of this training model. Thus, USAID LTA supported the RITTI to design a "regulation of planning and organizing blended learning in-service teacher training" to establish a shared understanding among stakeholders and donor funded education projects in Tajikistan. USAID LTA and the RITTI WG shared the draft regulation with development partners, received feedback, and made adjustments. As the result, on February 25, 2022, the Scientific-Methodological Council of the RITTI approved the "regulation of planning and organizing blended learning in-service teacher training". In June

2022, RITTI will submit the regulation to the MoES for final approval and integration into the teacher in-service training system as an official model/approach.

As a part of primary teacher training program development, USAID LTA conducted a five-day workshop with the RITTI WG from February 15 to 19, 2022. During this workshop, the WG defined a scope and sequence for two core training areas: learning environment and formative assessment and initiated the development of a scope and sequence for the literacy and numeracy areas. In addition, USAID LTA facilitated the RITTI WG to design a blended learning system based on the developed scope and sequence that is graphically represented in diagram below:

Diagram I. Blended Learning In-Service Training



The diagram shows actors and their activities during the blended learning teacher in-service training under USAID LTA. According to this program, the CBMU is the core training venue where teachers and the HMUs of the target schools will have face-to-face sessions that include (1) reflection on what they have mastered and applied from the previous week’s training; and (2) learning, practicing, and planning two new techniques.

The self-regulated and guided practice will happen at the school level, where teachers will be coached by HMUs who received guidance during face-to-face sessions at the CBMU level. The self-regulated learning covers:

1. Deep learning through the digital platform
2. Practical application of new techniques in real classrooms and reflections
3. Observe and be observed by peers and HMU (school-based coaches)
4. Organize achievements in the teacher’s portfolio

Activity 1.1.5. Train Tajik and Russian Primary Teachers on Implementation of revised Tajik and Russian Standards, Syllabus, and Supplementary Materials

Due to lack of the MoU between the USG and the Government of Tajikistan, this activity is delayed until Year 3.

Activity 1.1.6. Support the MoES to revise Primary Education Pre-Service Teacher Training Programs and Materials to meet the requirements of revised subject standards and syllabus

Activity 1.1.6a. Develop four Primary Education Pre-Service Teacher Training Programs and Materials

Between January 5 and 8, 2022, USAID LTA conducted a four-day workshop for 13 individuals – nine from universities and pedagogical colleges and four from the MoES. The objectives of this workshop were to present and discuss the syllabus, teaching and learning materials for four subjects (methodology of teaching Tajik Language; methodology of teaching math, pedagogy and psychology for primary education in secondary and higher teaching professional development institutions and colleges), reviewed the revised standards and syllabus for the Tajik Language, math, SEL, Universal Design for Learning (UDL), and the integration of new revisions in the primary education subject standards into the teacher pre-service development programs.

The developers discussed and analyzed the following concepts during the workshop:

- Revised primary education Tajik language and math standards
- Professional development for future teachers that incorporates new knowledge and competences defined by the modern syllabus
- Teaching credits for four subjects and students' practicum in accordance with the pedagogical universities/college teaching plan
- How to integrate UDL and SEL into subject syllabi
- The structure of subject syllabi: design syllabus sample structure for four subjects and designing concept for teaching and learning materials for students' practicum
- Learning international best practices in teacher professional (pre-service) development
- The contents of subject syllabus and students' practicum programs and defining challenges and gaps
- Defining types of sessions in accordance with the sample syllabus contents
- Presentation and distribution of tasks among the WG members and planning the development process

As a result of the workshop, five WGs received the following assignments:

- (1) Develop teaching syllabus for four subjects: methodology of teaching Tajik language; methodology of teaching math, pedagogy, and psychology for primary education in secondary and higher teaching professional development institutions and colleges.
- (2) Develop teaching and learning materials for faculty teachers and students on four subject areas: methodology of teaching Tajik language; methodology of teaching math, pedagogy, and psychology for primary education in secondary and higher teaching professional development institutions and colleges.
- (3) Develop training materials for faculty teachers on four subjects: methodology of teaching Tajik language; methodology of teaching math, pedagogy, and psychology for primary education in secondary and higher teaching professional development institutions and colleges.
- (4) Develop a set of teaching and learning materials for students' practicum for methodology of teaching Tajik language, methodology of teaching math, pedagogy, and psychology for primary education in secondary and higher teaching professional development institutions and colleges.

The WGs developed the contents of the subject syllabus for the methodology of teaching Tajik language, methodology of teaching math, pedagogy and psychology and teaching and learning materials for students’ practicum. The set was translated and shared with TogetherEd’s international consultant on January 25, 2022. In February 2022, the consultant provided feedback on the draft materials and USAID LTA and the WGs made revisions.

Between February 15 and 18, 2022, USAID LTA conducted a two-day workshop for the members of the higher education institution (HEI) WGs from Sughd Region, who were not able to join the workshop in January due to weather issues. From February 15 to 16, 2022, USAID LTA conducted a two-day workshop for the members of the WG/developers of teaching and methodological materials for students’ practicum, revision of the subject syllabus and teaching and methodological materials for methodology of Teaching Tajik language, methodology of teaching math, pedagogy, and psychology for Primary Education faculties. The same workshop was conducted for the members of the WG/developers from Konibodom Pedagogical College between February 17 and 18, 2022.

On March 2, 2022, USAID LTA held meetings with the members of the five WGs at the Tajik State Pedagogical University and EDI to discuss the following:

- Developing texts on the proposed objectives
- Referencing new professional studies in the drafted materials
- Including the schools’ experiences in the draft materials
- Considering revised primary education subject standards and syllabus
- Completing tasks by specific deadlines

By the end of Quarter 2, USAID LTA received the first drafts of the teaching and methodological materials for teachers and students on the methodology of teaching the Tajik language, methodology of teaching math, pedagogy, psychology, and the set of teaching and methodological materials for students’ practicum for the Primary Education faculties of the secondary and high pedagogical institution. USAID LTA established a weekly review and feedback sharing cycle that involves the project’s HEI experts.

Activity 1.1.6b. Pilot Four Primary Education Pre-Service Teacher Training Programs and Materials and Students’ Practicum Package

This activity will begin in Quarter 4.

Subcomponent 1.2 Materials Development

Activity 1.2.1. Prepare and print additional reading books for Tajik and Russian schools

Activity 1.2.1a. Print up to 10 titles of well-known children’s books

In Quarter 2, USAID LTA edited 12 titles of well-known children’s books and received translations of eight titles from the MoES. The table below illustrates the current status and envisioned next steps for the titles. As agreed with USAID in September 2021, USAID LTA will only print the 12 shortest titles and the remaining will be provided digitally.

Table 5. Status of Existing Children’s Books

No.	Book title	Author	Publisher / Responsible organization	Grade Level	Current Status	Next steps	Number of pages

1	Flower - seven-flower	Kataev Valentin	Writers' Union	1	Edited	Illustration and design	6
2	Short stories	Tolstoy Lev Nikolaevich	Writers' Union	1	Edited	Illustration and design	7
3	Dr. Aibolit	Korney Chukovsky	Writers' Union	1	Edited	Illustration and design	6
4	The Snow Queen	Hans Christian Anderson	Writers' Union	4	Edited	Illustration and design	23
5	Crocodile Gena and his friends	Uspensky Eduard	Writers' Union	4	Edited	Illustration and design	25
6	Georgian Stories	Jinjaradze Valery	Writers' Union	3	Edited	Illustration and design	7
7	The Wizard of Oz	Lyman Frank Bowman	Writers' Union	4	Edited	Illustration and design	98
8	Little princess	Francis Burnett	Writers' Union	4	Edited	Illustration and design	180
9	Blueberries for Sali	Robert McLossky	Writers' Union	2	Edited	Illustration and design	13
10	Domino	Thompson Ernest	Writers' Union	3	Edited	Illustration and design	44
11	Alenushka's tales	Dmitry Mamin - Sibiriyak	MoES via Polygraph Group	2	Edited	Illustration and design	53
12	Golden Antelope	Indian fairy tale	MoES via Polygraph Group	3	Edited	Illustration and design	14
13	Puss in Boots	Charles Perrault	MoES via Polygraph Group	1	Translated	Editing and proofreading	16
14	The Bremen Town Musicians	Grimm brothers	MoES via Polygraph Group	2	Translated	Editing and proofreading	16
15	Fairy tales	Wilhelm Gauf	MoES via Polygraph Group	3	Translated	Editing and proofreading	210
16	Mowgli	Rudyard Kipling	MoES via Polygraph Group	4	Translated	Editing and proofreading	224
17	The Scarlet Flower	Aksakov Sergey	MoES via Dunyoi Donish	2	Translated	Editing and proofreading	21
18	Wild swan	Hans Cristian Anderson	MoES via Dunyoi Donish	1	Translated	Editing and proofreading	15
19	Little Longnose	Vilgelm. Gauf	MoES via Dunyoi Donish	2	Translated	Editing and proofreading	24

20	Winnie the Pooh	Milne Alan.	MoES via Dunyoi Donish	3	Translated	Editing and proofreading	61
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Activity 1.2.1b. Print and disseminate 10 titles of children's books in Braille

During Quarter 2, USAID LTA's Literacy Specialist, Interventions Specialist, and Literacy Materials Specialist reviewed 17 proposed titles developed under USAID RWM and USAID LTA. The books were evaluated based on the following aspects: gender, SEL, and other indicators specific to visually impaired children. The list shall be reviewed by USAID and the MoES prior to printing. The titles and other specifications are presented in table below:

Table 6. Braille Books under Consideration

No.	Title	Author	Grade	Number of words	Number of symbols without spaces
1.	Where is the clue?	Sadafmohi Abdunazar	1	274	1,434
2.	Picking mushrooms	Firuza Khujanazarova	1	184	1,142
3.	The mask	Nargisi Murodali	1	328	1,701
4.	Findings from Shahname	Zafar Mirzoyon	2	2,363	12,815
5.	All lions have a mane. True or False?	Faridun Umarbek	2	1,520	8,032
6.	Similar	Gulsara Ava zova	3	2,285	12,462
7.	Great invention	Gulsara Avazova	3	3,621	20,236
8.	Ancient holidays	Ravshan Rahmon	4	5,091	27,557
9.	Everywhere plastic	Nitahsha Aslam Khan	4	969	5,175
10.	Keep the environment clean	Anisa Abibulloeva	4	988	5,248

Activity 1.2.1c. Develop and print decodables and leveled books in Tajik and Russian

During Quarter 2, USAID LTA continued working with the Writers' Union (WU) to develop decodable and leveled books in Tajik and Russian. Twelve authors who are involved in developing texts on different topics that consider ecology, global warming, SEL, and gender were identified. On February 7, 2022, USAID's LTA Literacy Materials Specialist met with each author and got acquainted with their draft stories. The Deputy Chair of the WU recommended conducting a one-day workshop with the proposed authors and the recommendation was accepted. During the workshop, USAID LTA presented and discussed gender and inclusive aspects of the stories. Following the workshop, USAID LTA received 51 draft materials (41 in Tajik and 10 in Russian). More information is provided in table below:

Table 7. Development status of decodables and leveled books

No.	Author	Outcome	Description
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1	Azizi Aziz	14 decodable texts in Tajik	Fiction
2	Gulsara Avazova	3 stories in Tajik	Fiction
3	Gulsara Avazova	10 stories in Russian	Fiction
4	Ato Mirkhoja	6 stories in Tajik	Fiction
5	Murodali Sobir	4 stories in Tajik	Fiction
6	Muhriddin Zaburi	1 stories in Tajik	Fiction
7	Sharifi Mahmadyor	11 stories in Tajik	Fiction
8	Surayo Ahmadzoda	2 stories in Tajik	Fiction

Activity 1.2.2. Develop supplementary reading and language materials to support effective implementation of the revised subject standards and syllabus

USAID LTA conducted a three-day workshop for regional and district master trainers so that the WG could work together to refine the reading and language cards and enhance the quality of the products.

USAID LTA developed supplementary reading and language materials for “speaking strand” (sub-strand vocabulary, grammar, and retelling) and “reading Strand” (letter sound recognition, reading fluency, and comprehension). The supplementary reading materials were designed to support the implementation of the revised primary education Tajik language subject standards and syllabus.

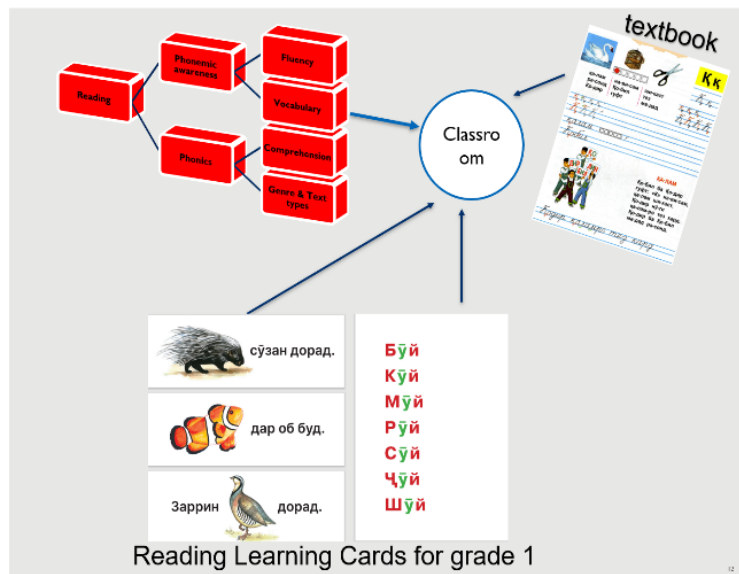


Diagram: Link between revised standards, textbooks and syllabus

The WG developed supplementary reading and learning cards to improve students’ decoding skills and vocabulary learning. The cards include short texts, words for spelling dictation, decodable texts, and vocabulary learning cards.



* *Tajik Language Cards: Word Building and Vocabulary Cards*

During Quarter 2, USAID LTA received and processed 136 spelling cards for grades 1-2 and 52 for grades 3-4. In addition, 17 cards for grade 1 and 23 cards for grades 2-3 were developed to support vocabulary learning, word building, decoding, and reading fluency.

Activity 1.2.2a. Develop and pilot chrestomathy¹ and language practice book for grades 1-4

This quarter, USAID LTA continued developing the chrestomathy and language practice book to create decodable and leveled texts aligned with students reading skills development and provide opportunities for teachers and students to apply differentiated learning, UDL, and SEL in reading lessons. This is a collection of texts from children’s literature (different

genres and types) in accordance with the literacy development cycle from decodables with gradual transition to leveled texts followed by differentiated learning activities.

The revised literacy (language) standards require that teachers apply differentiated learning that meets individual student needs. Textbooks do not provide teachers with the necessary types and quantity of reading materials/texts that enable them to do this. Thus, the chrestomathy plays a key role in applying differentiated needs-based reading instructions in primary grades.

In January 2022, USAID LTA conducted several meetings with the supplementary materials WGs where they evaluated every text to ensure they were age appropriate and included gender equality, UDL, and SEL. In addition, all collected texts were evaluated based on the requirements of the children’s book development criteria. The WG had difficulty selecting texts that are inclusive and gender sensitive as selecting texts that take into consideration the above-mentioned criteria is a challenging process requiring a lot of time and effort.

USAID LTA supported the WG to finalize the scope and sequence of the chrestomathy and language practice book in February 2022. All the texts used from USAID RWM have illustrations; however, new texts developed under USAID LTA will need illustrations. The design and illustration of selected stories and texts was initiated in early March but is now on hold pending discussions and approval of the primary education subject standards and syllabus.

Activity 1.2.2b. Print and disseminate chrestomathy for grades 1-4

This activity will begin in Quarter 4, following MoES collegium approval (expected in Quarter 4).

Activity 1.2.3. Develop, pretest and pilot Tajik and Russian Language and Reading Learning Assessment Instruments for grades 1-4 based on the revised standards

In Quarter 1, USAID LTA and the MoES had planned to engage the math, Tajik, and Russian language and reading curriculum revision WGs (or a new WG) to design an assessment in Tajik and Russian for the first term of the 2022-2023 school year for grades 1-4 and pre-test the items in 80 schools. Due to the

postponement of piloting activities and a heavy workload with the EGRA/EGMA/SEL tools development, piloting and baseline preparation for this activity was postponed. USAID LTA plans to hire a local consultant to create the learning assessment in Quarter 3.

Activity 1.2.4. Conduct EGRA pilot and field testing of tools

Activity 1.2.4a. Define the school sample

This activity was completed in Quarter 1 and the list of schools was approved by the MoES on December 29, 2021, under MoES Order #3(21)-1124.

Activity 1.2.4b. Develop/adapt EGRA

LTA completed this activity with direct support and participation from international subcontractor EdIntersect and the assessment WG (formed following MoES Order #1,062, dated August 3, 2021) during the EGRA/EGMA/SEL/ SSME instruments adaptation and development workshop in October 2021 and the follow up sessions. Discussion of the EGMA tools can be found in 2.2.3.

Activity 1.2.4c. Pilot EGRA tools

The pilot EGRA and EMGA tools were programmed into Tangerine in December 2021 and in January 2022, tablets were prepared for the data collection training. Sub-tasks in reading, math, and SEL were administered to grade 2 and 4 students in January 2022.

The piloting was conducted in two stages in Quarter 2. The January pilot campaign purpose was twofold: (i) equating the newly developed EGRA subtasks with the USAID RWM endline subtasks of the same type and (ii) piloting the newly developed EGMA and SEL instruments to identify problematic items and determine if the test forms are of appropriate difficulty for the students.

The purpose of the March piloting was to: (i) test the operational/ logistical feasibility of using all four assessment tools (EGRA/EGMA/SEL) in grades 2 and 4 and (ii) get some feedback on the re-developed EGMA and SSME tools.

Pilot EGRA/EGMA/SEL Enumerators Training

Two Tajik and Russian groups of enumerators were trained for six days between January 6 and 10 and January 16, 2022. The training focused on:

- (i) Familiarizing enumerators with their roles and responsibilities
- (ii) Familiarizing enumerators with EGRA protocols, introducing the EGRA subtasks and their administration using the Tangerine software, and conducting the accuracy quiz
- (iii) Familiarizing enumerators with EGMA protocols, introducing the EGMA subtasks (including adapted EGMA tools) and their administration using Tangerine software; and conducting the accuracy quiz.
- (iv) Familiarizing part of enumerators with SEL protocols, introducing the SEL subtasks and their administration using Tangerine software.



EGRA/EGMA/SEL Enumerators Training in Dushanbe

The USAID LTA M&E team was involved in the pilot training and data collection as enumerators. As the experienced assessors were unavailable for the pilot campaign, USAID LTA's M&E team and WG members identified 92 (out of 154) new individuals to join the training. The EGRA enumerators were also trained on SEL and based on the results of the EGRA quiz and observation from the trainers, the participants were assigned to work as either EGRA enumerators or SEL enumerators. 64 candidates started the training in four Tajik and Russian groups (EGRA and EGMA), and 48 participated in the pilot data collection from January 18 to 24, 2022.

Due to positive COVID-19 cases among some participants in the pilot data collector training, the number of enumerators was reduced in each group and the completion of the final days of training were delayed by a few days. Additionally, the planned one day of practical field testing in nearby Tajik and Russian-language schools in Dushanbe was cancelled as a precautionary measure. Any participant that tested positive for COVID-19 was asked to self-isolate and not continue with the training and data collection. The data collection was also delayed for a few days and began on January 18, 2022.

Piloted tools

In February 2022, the EGRA tools were slightly changed in accordance with recommendations from international subcontractor EdIntersect. One of three new versions for oral reading fluency/comprehension, silent reading, and listening comprehension was eliminated prior to data collection so that fewer assessors were needed with a smaller sample of students. In addition, the sample size targeted for both EGMA and SEL was also reduced so that the pilot data collection could be achieved with the number of trained enumerators available without reducing the planned target significantly.

EGRA: Newly developed EGRA subtasks were included in the pilot alongside the 2021 USAID RWM endline subtasks in the following areas: oral reading fluency and reading comprehension, silent reading/reading comprehension, and listening comprehension. In addition, refined non-word subtasks for both Tajik and Russian were piloted in grades 2 and 4.

The pilot study included six SEL domains: relationships, stress management, empathy, perseverance, conflict resolution, and self-concept.

SSME: EdIntersect completed an initial review of all USAID RWM SSME tools in Quarter I. Upon receiving information from USAID LTA and international subcontractor TogetherEd about the specific elements that will be included in the teacher training interventions for math and reading, EdIntersect made further updates to the following tools: teacher, school director, and student questionnaires. The observation indicators for classroom observation tools for both math and reading were developed by the USAID LTA Technical Lead and updated to reflect key areas of USAID LTA interventions related to teacher professional development.

Student sample and design

In order to complete the data collection in the 30 schools, USAID LTA conducted targeted testing as illustrated in the table below.

For the purpose of the pilots, EGRA, EGMA, and SEL databases were not merged as an analysis on the relationship between EGRA/SEL, and EGMA/SEL was not performed as part of this pilot.

Table 8. Total pilot sample size

			EGRA	EGMA	SEL	Total
Tajik	Grade 2	Boys	220	91	20	666
		Girls	223	91	21	
		Total	443	182	41	
	Grade 4	Boys	109	93	20	442
		Girls	108	92	20	
		Total	217	185	40	
Russian	Grade 2	Boys	257	99	27	732
		Girls	223	99	27	
		Total	480	198	54	
	Grade 4	Boys	126	90	27	463
		Girls	104	89	27	
		Total	230	179	54	
Total			1,370	744	189	2,303

In order to make decisions about the newly created items for the EGRA and EGMA, and the soundness of the items developed for the SEL instrument, several analyses were carried out for each set of items:

- For fluency tasks, accuracy (i.e., proportion of items correct on the subtask), fluency (i.e., number of correct items per minute on a subtask), and the distribution of scores were reviewed.
- For the non-fluency tasks, the difficulty, discrimination, and reliability measures for each of the subtasks was reviewed. For all items, zero scores analyses (i.e., the proportion of students who were unable to respond to a single item correctly on a subtask).

Pilot results

Table 9. Selection of EGRA items

Grade 2, Tajik	<ul style="list-style-type: none"> • Nonword reading showed reasonable performance • Oral reading fluency & reading comprehension: passage C • Silent reading comprehension: passage A • Listening comprehension: passage B
Grade 4, Tajik	<ul style="list-style-type: none"> • Nonword reading showed reasonable performance • Oral reading fluency & reading comprehension: passage B • Silent reading comprehension: passage B • Listening Comprehension: Passage A
Grade 2, Russian	<ul style="list-style-type: none"> • Nonword reading showed reasonable performance • Oral reading fluency & reading comprehension: passage B • Listening comprehension: passage C

	<ul style="list-style-type: none"> • Listening Comprehension: Passage B
Grade 4, Russian	<ul style="list-style-type: none"> • Nonword reading showed reasonable performance • Oral reading fluency & reading comprehension: passage B • Listening comprehension: passage B • Listening Comprehension: Passage C

Table 10. Conclusions for Social Emotional Instrument

Grades 2 & 4 - Tajik	<ul style="list-style-type: none"> • All subtasks seemed to perform well • For stress management, it is recommended to ask for two or three strategies • Review language used to introduce drawing in perseverance to ensure clarity
Grades 2 & 4 - Russian	<ul style="list-style-type: none"> • All subtasks seemed to perform well • For stress management, it is recommended to ask for two or three strategies
Selection of SEL subtasks	<ul style="list-style-type: none"> • All subtasks should be selected for the baseline study • One domain about interaction of students with each other to be add

Operational Piloting of the tools

The EGRA/EGMA/SEL subtasks were piloted in four schools by the enumerators trained in January with a short refresher training. Data collection was conducted on March 9 and 10, 2022 by 12 enumerators in two teams consisting of two EGRA, two EGMA, one SEL, and one SSME test administrators in schools with Tajik level of instruction. Only SSME tools were piloted in two additional schools with Russian level of instruction. Three members of the USAID LTA technical team were trained and involved in testing the SSME tools and the testing was undertaken using paper versions of the teacher, deputy director, and classroom observation questionnaires.

Results

Based on the forms used for pilot testing in schools and the amendments that arose during two pilots, EdIntersect and the Assessment Specialist compiled the baseline version of Tajik and Russian grade 2 and grade 4 EGRA, EGMA, SEL and SSME tools. The instruments included are illustrated in the table below (next page):

Table 11. EGRA/EGMA/SEL Instruments

Baseline forms	Tajik		Russian	
	Grade 2	Grade 4	Grade 2	Grade 4
EGRA	<ol style="list-style-type: none"> 1. Listening comprehension story & questions 2. Letter knowledge 3. Initial sound 4. Familiar words 5. Non-words 6. ORF story + comprehension questions 7. Silent reading + comprehension questions (new) 	<ol style="list-style-type: none"> 1. Listening comprehension story & questions 2. Familiar words 3. Non-words 4. ORF story + comprehension questions 5. Silent Reading + comprehension questions (new) 	<ol style="list-style-type: none"> 1. Listening comprehension story & questions 2. Letter knowledge 3. Initial sound 4. Familiar words 5. Non-words 6. ORF story + comprehension questions 7. Silent Reading + comprehension questions (new) 	<ol style="list-style-type: none"> 1. Listening comprehension story & questions 2. Familiar words 3. Non-words 4. ORF story + comprehension questions 5. Silent Reading + comprehension questions (new)
EGMA	<ol style="list-style-type: none"> 1. Number identification 2. Place value 3. Sum to N 20 4. Share and fractions 5. Shapes 6. Additions, subtractions 7. Patterns 8. Word problems 9. Word problems: currency 	<ol style="list-style-type: none"> 1. Number identification 2. Place value 3. Tell me the double 4. Fractions 5. Additions, subtractions, multiplications, divisions 6. Patterns 7. Word problems 8. Word problems: currency 9. Word problems: geometry 	<ol style="list-style-type: none"> 1. Number identification 2. Place value 3. Sum to N 20 4. Share and Fractions 5. Shapes 6. Additions, subtractions 7. Patterns 8. Word problems 9. Word problems: currency 	<ol style="list-style-type: none"> 1. Number identification 2. Place value 3. Tell me the double 4. Fractions 5. Additions, subtractions, multiplications, divisions 6. Patterns 7. Word problems 8. Word problems: currency 9. Word problems: geometry
SEL	<ol style="list-style-type: none"> 1. Relationship 2. Stress management 3. Empathy 4. Perseverance 5. Conflict resolution 6. Self-concept 7. Interaction with other students 		<ol style="list-style-type: none"> 1. Relationship 2. Stress management 3. Empathy 4. Perseverance 5. Conflict resolution 6. Self-concept 7. Interaction with other students 	

All tools were programmed into Tangerine with the support of USAID LTA IT personnel in advance of the EGRA/EGMA enumerator training in March and April and the digital data collection in April.

Activity 1.2.5. Conduct EGRA baseline data collection

Activity 1.2.5a. EGRA baseline enumerator trainings

The baseline training occurred as planned from March 25 to 28, 2022, by conducting a ToT for co-facilitators in order to train local specialists to work with a group of enumerators. USAID LTA decided to use local specialists this year to preserve the quality of the training due to the large amount of data that needs to be collected, the large number of trainees, and there being one trainer and one interpreter who will not be able to fully control the learning process. Five people (three USAID LTA staff and two external specialists that have training experience from USAID RWM) were trained over three days. The ToT was conducted in USAID LTA's office and these trained individuals will help conduct the EGRA/EGMA enumerator training in April (Quarter 3).

On March 28, 2022, USAID LTA received approval from the MoES (letter #03/21/02-654) to conduct the EGRA/EGMA/SEL/SSME enumerators training. Following the approval, EdIntersect and USAID LTA staff led a three-day training for 22 SEL and 22 SSME Tajik and Russian enumerators. The training covered the tools, data collection protocols, data management, and reporting requirements through electronic tablets to facilitate real-time data recording and reduce human error. The training included a visit to local schools (# 55, 35, 4, 54, and 92) to provide enumerators with the opportunity to practice in real-world conditions.

From April 2 to 9, 2022, the enumerators will be grouped into separate teams comprised of seven individuals (two EGRA/two EGMA/one SEL/one SSME enumerator and one Team Leader), who will be responsible for overall oversight of the team). More details will be shared in the subsequent quarterly.

1.2.5b. EGRA baseline data collection in Tajik and Russian schools

This activity is planned for Quarter 3.

1.2.5c. Validate and disseminate EGRA baseline results

This activity is planned for Quarter 4.

Component 2: Improved Instruction and Availability of Supplemental Math Materials

Subcomponent 2.1 Effective Teacher Professional Development (for Pre-Service and In-Service)

Activity 2.1.1 Support the MoES to pilot updated Primary Grade Math Standards and Syllabus in Tajik, Russian

Activity 2.1.1a. Finalize and approve the pilot version of updated Primary Education Math Standards and Syllabus

In Quarter 2, USAID LTA continued supporting the WG to revise the draft the primary math standards and syllabus. The WG members paid special attention to integrating the teaching topics and learning outcomes by teaching hours. The draft primary education subject standards and syllabus were submitted to the MoES for official review who will provide feedback for further adjustment and approval. USAID LTA hopes to receive the feedback protocols by the beginning of Quarter 3 and involve the WG to make adjustments.

Activity 2.1.1b. Select and Train Pilot Teachers and Pilot Mentors (Tajik and Russian Schools)

As mentioned under 1.1.1b, from January 6 to 8, 2022, USAID LTA conducted a three-day workshop for 24 pilot mentors. The aims and objectives of the workshop were to introduce formative strategies and integrate them into the lesson plans. USAID LTA used the SINIDI teacher training model to train the pilot teachers in formative assessment strategies.

As a result, the participants applied formative assessment strategies in a real classroom setting by modeling lessons based on the revised primary education subject standards and syllabus for math and Tajik language.

Between February 1 and 5, 2022, USAID LTA organized a five-day development workshop for the curriculum review WG to develop a series of sample lesson plans, modeled by international consultants. As a result, 34 sample lesson plans were developed during the workshop and submitted for further review to the international consultants. The draft lesson plans reflected the “shares and fractions” sub-strand and were based on the revised standards and syllabus for grades 1-4. The WG developed the following lesson plan:

- Grade 1 – 8 lesson plans
- Grade 2 – 8 lesson plans
- Grade 3 – 8 lesson plans
- Grade 4 – 10 lesson plans

USAID LTA’s Numeracy Specialist reviewed all drafts, edited, and shared the lesson plans with the international consultants for further review.

Activity 2.1.1c. Pilot Primary Grade Math Standards, Syllabus and Supplementary Materials in Tajik and Russian

As there is no MoU between the governments of Tajikistan and the United States, during Quarter 2, USAID LTA continued supporting the MoES curriculum and textbook review WGs to develop sample lesson plans for piloting through a series of workshops. In January 2022, USAID LTA organized the WG meeting focused on the connection between SEL and mathematics. Participants also discussed and analyzed the importance of the six domains selected for assessment (relationship, stress management, empathy, perseverance, conflict resolution and self-concept) which are already reflected in the language of primary grade math standards and syllabi. These standards require students to apply math knowledge and skills to

solve real-world problems, work in pairs and groups, learn from their mistakes and comfortably making predictions, share and listen to arguments of others etc.

The process and sub-activities for this activity are integrated with I.1.1.c.

Activity 2.1.1.d. Pilot Data Analyses and Updated Primary Grade Math Standards, Syllabus and Supplementary Materials

The process and sub-activities for this activity are integrated with I.1.1.d. This is planned for September-December 2022.

Activity 2.1.2 Print and distribute Primary Grade Math Standards and Syllabus for Tajik and Russian Schools

This activity is planned for Quarter 3. The process and sub-activities for this activity are integrated with I.1.2.

Activity 2.1.3 Develop capacity of community-based trainers for mentoring on numeracy skills (Tajik and Russian)

Activities are illustrated in I.1.3.

Activity 2.1.4. Develop Blended Learning Program for Primary Teachers on Implementation of revised Math Standards, Syllabus and Supplementary Materials

Activities are illustrated in I.1.4.

Activity 2.1.5. Train Tajik and Russian Primary Teachers on Implementation of revised Math Standards, Syllabus and Supplementary Materials

Activities are illustrated in I.1.5.

Subcomponent 2.2 Materials Development

Activity 2.2.1. Develop, Pilot, Print and Distribute 4 Sets of Supplementary Materials for Grades 1-4 to support students to develop numeracy skills in Tajik and Russian

During Quarter 2, USAID LTA supported the numeracy supplementary material developers to develop learning cards for the “measurement and geometry” strand for grades 1-4. As a result, 76 sets of learning cards were developed to support the following teaching sub-strands: “use of measurement units”, “shapes”, “place and value” and “geometric reasoning”. The cards are distributed by grades as follows:

- Grade 1 – 14 cards
- Grade 2 – 16 cards
- Grade 3 – 20 cards
- Grade 4 – 26 cards

USAID LTA initiated the illustration and designing of the supplementary materials for improving students’ numeracy skills.

USAID LTA is designing a concept around the development of universal learning cards that will be used across subject areas. Both the numeracy and literacy teams discussed and defined 22 common areas and themes for developing universal learning cards.

The numeracy team conducted an audit and analyses of the revised standards and syllabus and defined the number of cards per grade in accordance with the strands and sub-strands that need additional resources to enhance students' skills. According to this audit, each grade will need the following number of cards:

- Grade 1 – 40 cards
- Grade 2 – 50 cards
- Grade 3 – 60 cards
- Grade 4 – 70 cards

In March 2022, the set of grades 1-4 supplementary materials was compiled by the USAID LTA Numeracy Materials Specialist. USAID LTA received different and leveled learning cards from the WG members. As a result, in Quarter 2, 40 cards for grade 1 were selected, compiled, and designed. The grade 1 numeracy learning cards will support teachers to enhance their instruction on “place and value, number and algebra, geometric reasoning, real life math, shapes, measurements, patterns and algebra”.

Activity 2.2.2. Develop, pretest and pilot Math Learning Assessment Instruments for grades 1-4 based on the revised standards for Tajik and Russian Schools

Activities are illustrated in 1.2.3.

Activity 2.2.3. Conduct EGMA piloting of tools (with 1.2.4)

Activity 2.2.3a. Develop/adapt EGMA

After piloting the developed tools in January 2022 (see the details below in activity 1.2.4c. pilot EGMA tools and activity 2.2.3b. pilot EGMA tools), AWG members, LTA staff and schoolteachers continued with the development of EGMA subtasks. USAID LTA and EdIntersect representatives attended several meetings in February and March 2022 to review and revise the piloted EGMA tools in Tajik and Russian for grades 2 and 4. These tools will be used to investigate levels of math learning competencies achieved by pupils in grades 2 and 4 in USAID LTA target schools.

The following changes were made to the EGMA tools based on the pilot results and discussions during the pilot tools re-development meetings:

- The “Counting up” and “skip counting” subtasks were removed in both grades
- More complex tasks were incorporated into “additions”, “subtractions”, “multiplications”, “divisions” and “word problems” for both grades
- The following new subtasks were added to the tools: “geometry”, “fractions”, “currency word problems”

The newly developed EGMA subtasks were piloted during the short operational pilot in March 2022.

Activity 2.2.3b. Pilot EGMA tools

This activity will begin in Quarter 3, as discussed in 1.2.4c.

In discussion with USAID, the EGMA tools were aligned with existing grade-level competency-based standards in math, the Global Proficiency Framework (GPF), and with the EGMA toolkit standards. For the pilot, the standard EGMA instrument included the following subtasks: number identification, counting up, number discrimination, count to 10, tell the double, mathematical operations (+/ -/ */ :), number patterns, number sense, and word problems. The adapted UDA (universal design for assessment) version of EGMA (two adapted subtasks (word problems and number discrimination)) that were presented by Inclusive Development Partners (IDP) and the World Bank, were also piloted alongside the standard EGMA tools. The table below outlines the results of the pilot.

Table 11. Selection of EGMA items

Grade 2, Tajik	<ul style="list-style-type: none"> • All subtasks performed well • The number and number sense and number discrimination subtasks are very easy and could be dropped from the instrument • The missing number subtask is harder but not too difficult for grade 2 students • For most of the operation subtasks, version B is easier than version A. As version A was created by the AWG in the instrument workshop, we recommend choosing it for the baseline instrument
Grade 4, Tajik	<ul style="list-style-type: none"> • All subtasks performed well • The number and number sense and number discrimination subtasks are very easy and could be dropped from the instrument • The missing number subtask is harder but not too difficult for grade 4 students • For most of the operation subtasks, version B is easier than version A. As version A was created by the AWG in the instrument workshop, we recommend choosing it for the baseline instrument
Grade 2, Russian	<ul style="list-style-type: none"> • All subtasks performed well • The number and number sense and number discrimination subtasks are very easy and could be dropped from the instrument • The missing number subtask is harder but not too difficult for grade 2 students • For most of the operation subtasks, version B is an easier version than A. As version A was created by the AWG in the instrument workshop, we recommend choosing it for the baseline instrument
Grade 4, Russian	<ul style="list-style-type: none"> • All subtasks performed well • The number and number sense and number discrimination subtasks are very easy and could be dropped from the instrument. • The missing number subtask is harder but not too difficult for Grade 4 students • For most of the operation subtasks, version B is than easier version A. As version A was created by the AWG in the instrument workshop, we recommend choosing it for the baseline instrument
Conclusions	<ul style="list-style-type: none"> • Remove number, number sense, and number discrimination subtasks • Move missing numbers between number operations and word problems • Keep the more difficult versions of the number operations subtasks • Develop new sub-tasks on geometry word problem; shapes; shares and fractions.

Activity 2.2.4. Conduct EGMA baseline data collection

This activity will mirror the EGRA baseline data collection.

Activity 2.2.4a. EGMA baseline enumerator trainings

This activity will mirror the EGRA baseline training.

Activity 2.2.4b. EGMA baseline data collection in Tajik and Russian schools

EGMA baseline data collection in Tajik and Russian schools is planned for Quarter 3.

Activity 2.2.4c. Validate and disseminate EGMA baseline results

Validation and dissemination of EGMA baseline results is planned for Quarter 4.

Component 3: Increased Government Capacity to Develop and Implement Cohesive Primary Education Policies and Programs

Subcomponent 3.1. Systems strengthening and improved organizational performance

3.1.1 Conduct quarterly meetings with MoES and affiliates at the national level.

This activity will begin once the MoU is signed between the United States government and the Government of the Republic of Tajikistan.

3.1.2 Conduct quarterly meetings with Ministry affiliates at the regional level.

This activity will begin once an MoU is signed between the United States government and the Government of the Republic of Tajikistan.

3.1.3 Develop capacity of MoES and NTC to use data to support education policy and planning

During the reporting period, USAID LTA continued capacity building of MoES and the NTC staff through the Assessment Working Group (AWG), which prepared for piloting of the EGRA/EGMA/SEL instruments as described in 1.2.4 and 2.2.3

3.1.4 Build capacity of Ministry Affiliates

3.1.4a. RITTI

USAID LTA continued engagement of the RITTI and its regional affiliates in relevant activities during this quarter. This facilitated close partnership with the institute and capacity building of their key staff. The RITTI staff members acknowledged the project work where they are involved, specifically teacher training. This list of the project activities they have been involved in during this quarter is shared below:

1. Working Group on Development of Regulation on “Procedure for Organizing and Conducting Blended Learning Training”.

2. Working Group on Collection and Improvement of “Training Materials for Primary School Teachers”.

3. Working Group on Monitoring and Evaluation “Training on the Effectiveness of the Use of ICT in Education.”

4. Working Group on Review of Primary Education Standards and Syllabi.

3.1.4b RTMC

At the end of Quarter 2, USAID LTA handed over a website that was developed for RTMC to strengthen their capacity to provide methodological support to teachers. The handover took place during an official meeting where representatives from MoES, RTMC, and USAID LTA participated in a presentation and discussion around the effective use of the website. It will serve not only as a homepage for RTMC but will also store educational materials for teachers and students. All the materials developed under USAID RWM

will be reviewed by RTMC and then uploaded onto the website and made accessible to all users. USAID LTA will support RTMC for one year as they learn to manage the website themselves.



Handover the website of the Republican Educational and Methodological Center in the presence USAID LTA COP and Director RTMC



Presentation of the website (www.mjtm.tj) to the Republican Educational and Methodological Center.

3.1.4c Academy of Education and Education Development Institute (EDI)

During this quarter, EDI staff participated in working groups, including those covering primary subject standards, supplementary materials, and HEI programmatic development. For example, on February 9, 2022, USAID LTA presented the activities and plans on HEI and discussed possible collaboration areas. The Director of EDI recognized that the teaching plan, syllabus, and teaching and learning materials in HEIs need considerable revision and the teacher pre-service training needs to reflect the curriculum reform trends in primary education. In addition, the Director of EDI stated that the EDI is ready to support VGS to revise and update the syllabus, teaching, and learning materials for the defined subjects at HEIs.

3.1.4d Regional Education Departments (REDs) and District Education Departments (DEDs)

This activity will begin once an MoU is signed between the United States government and the Government of the Republic of Tajikistan.

Activity 3.1.5. Support MoES and RITTI to Develop Retraining regulations and policy documents for non-specialized primary teachers

This activity will begin once an MoU is signed between the United States government and the Government of the Republic of Tajikistan.

Activity 3.1.6. Support MoES and Affiliates to learn from and exchange experience with counterparts in Uzbekistan

This activity will begin once an MoU is signed between the United States government and the Government of the Republic of Tajikistan.

Subcomponent 3.2 Innovations

Activity 3.2.1. Update Teacher Training and Coaching Digital Platforms

In Quarter 2, the USAID LTA technical team and management staff organized meetings to discuss and finalize the Scope of Work for updating training and mentoring platform “Bozomuzii Dastras”. A request for proposals (RFP) was also released, and an IT company will be selected to update the “Bozomuzii Dastras” in Quarter 3.

Activity 3.2.2. Integrate TIPDIS into in-service and methodological support system to improve needs-based in-service training and mentoring support

This activity will begin once an MoU is signed between the United States government and the Government of the Republic of Tajikistan.

Activity 3.2.3. Update Mobile Application “Kitobdust” for grades 3-4

USAID LTA plans to create an updated version of the reading mobile application “Kitobdust” during Quarters 3 and 4.

Activity 3.2.4. Develop Mobile Application “Miracle of Math” for grades 1-4

This activity will begin in Quarter 3.

Activity 3.2.5 Reaching students remotely through television and radio

USAID LTA is planning to continue reaching students remotely by television and radio. In Quarter 4, the Activity is planning to develop 50 episodes for a TV program focused on math and science and the broadcasts will take place after the EGMA baseline is finalized. In the meantime, USAID LTA released an advert for a script writer on www.untj.org and shortlisted three candidates to be interviewed. It is envisioned that the selected consultant will begin writing the TV show and that USAID LTA will execute agreements with Tajik TV companies and the Puppet Theatre in Dushanbe at the beginning of Quarter 3.

3.2.6 CBMU competition for creative spaces

This activity will begin once an MoU is signed between the United States government and the Government of the Republic of Tajikistan.

Subcomponent 3.3 Strengthen Public and Private Partnerships

Activity 3.3.1 Finalize approach to partnerships

In Quarter 2, USAID LTA continued informal meetings with the public and private sector partners listed below to discuss USAID RWM’s impact as well as USAID LTA’s goals and objectives, areas of engagement, and opportunities for collaboration.

- Publishing House “Chashma”
- Bookstore “Vakhiyo Kilk”
- UNICEF
- Bookstore “Donish”
- CSJC Indigo Tajikistan (trading as T-cell)
- The National Library of Tajikistan
- Good Neighbors Tajikistan
- Radio Vatan

I. *Public/quasi-state-run entities*

Radio stations: In February 2022, USAID LTA held meetings with Radio Vatan to discuss USAID LTA’s activities for Year 2 and exchange ideas on reading and math activities. USAID LTA will officially start a partnership with Radio Vatan once the MoU is signed between the United States government and the Government of the Republic of Tajikistan.

Newspapers: During the reporting period, USAID LTA shared reading cards and a picture dictionary in both Tajik and Russian languages with public publishing house “Chashma” who found them to be engaging and useful for their audience. Once the MoU is signed between the Activity and Chashma and a disclaimer is finalized, the publishing house will publish USAID LTA developed content for free.

The National Library of Tajikistan: In February 2022, USAID LTA’s Chief of Party, Deputy Chief of Party, and Partnerships Specialist held a meeting with the National Library and met the first and second deputy directors. The National Library expressed it was impressed by USAID’s work in the education sector and was happy to learn more about USAID LTA and its activities. The first and second deputy directors also shared their own ideas on promoting a reading culture as this is one of the National Library’s main goals. The directors stated that they also support the idea of promoting math among primary age students as the Government of Tajikistan announced 2020-2030 as the decade for developing natural sciences in Tajikistan. The directors confirmed the National Library is happy to continue its partnership with USAID and is ready to provide space for USAID LTA to conduct different activities and events including launching newly developed books. They are also interested in conducting joint activities related to reading and math.

In March 2022, USAID LTA installed a digital library in the National Library’s Service Department for People with Disabilities with a main goal of involving more children with disabilities and their parents to strengthen the culture of reading. This is done by creating a welcoming and comfortable environment and inviting the above-mentioned individuals to participate in events and discussions so that all children are included in educational activities. The digital library includes 167 videos of “Wakti khonish” and “Burro, burro mekhonem” TV programs. In FY22 Quarter 1, USAID LTA donated 34 books, 18 braille books (fiction and informational) and 16 large print books to the National Library which published an article on its official website in November 2022 expressing gratitude to USAID for their support.



USAID LTA installed a digital library in the National Library's Service Department for People with Disabilities.

2. Private sector

In February 2022, USAID LTA's Chief of Party, Deputy Chief of Party, Operations and Strategic Partnership Director and Partnerships Specialist held a meeting with potential partner CJSC Indigo Tajikistan (trading as T-cell), the leading innovative mobile phone operator in Tajikistan. T-cell's Director of Communications and Brand Management mentioned that education is one of their main priorities and that they are very interested in innovative content related to education. USAID LTA provided a brief synopsis of the Activity's goals and objectives and suggested possible areas of engagement and opportunities for collaboration. T-cell indicated their interest and stated that they are ready to promote USAID materials developed under both USAID RWM and USAID LTA. A follow-up meeting with T-cell will be organized in Quarter 3 to discuss the mobile applications "Kitobdust" for grades 3 and 4 and the development of mobile application "Miracle of Math" for grades 1-4. USAID LTA is also planning to promote existing USAID RWM digital materials (e-books, audio books, digital library, TV programs) with T-cell to continue improving the culture of reading in Tajikistan.

3. Publishing/printing house sector and bookstores

In Quarter 2, USAID LTA had informal meetings with the "Vakhiyo Kilk and "Donish" bookstores to discuss the availability of quality children's literature in the market and to also discuss USAID LTA's goals and objectives, areas of engagement, and opportunities for collaboration. Further engagement with the bookstores will occur after the execution of an MoU between the United States government and the Government of the Republic of Tajikistan when blueTree Group can conduct an analysis.

4. Development partners/donors/implementors

During the reporting period, USAID LTA continued working closely with UNICEF and other donors and implementors to avoid duplication of interventions.

UNICEF: In January 2022, UNICEF shared with USAID the first draft of the COMPACT Partnership Document developed by the MoES task force with technical support from UNICEF for review, feedback and for further consolidation and finalization of the package before submission to the Global Partnership for Education (GPE). USAID LTA provided comments and suggestions particularly regarding the performance of Tajik-language students in grade 2 and how teachers should receive better guidance and support to use UDL, SEL and differentiation methods and strategies to achieve their goals.

On February 24, 2022, the USAID COR joined a coordination meeting with UNICEF. During this meeting, potential areas of collaboration in pre-service education, assessment, blended learning,

curriculum/standards and methodological support system and structure were discussed. The parties agreed to share resources and experiences and hold regular monthly coordination meetings. USAID LTA brought up school selection in the context of UNICEF working with 60 schools, and UNICEF asked that USAID LTA refrain from including the 30 control schools in our 80% school selection list.

In March 2022, USAID LTA participated in a Local Education Group/Development Coordination Council (LEG/DCC) meeting at the MoES on finalization and endorsement of the COMPACT Partnership Document. USAID highlighted the importance of continuing to focus on assessment, particularly in sharing relevant assessment results, further clarifying the role of EGRA and early learning assessment in the document. The Members of LEG have endorsed the COMPACT Document by signing the endorsement letter, expressing full support for the COMPACT Partnership and the MoES' efforts in its realization. The endorsement letter will be submitted together with the final package to the GPE Secretariat in Quarter 3.

Good Neighbors: In March 2022, USAID LTA's Deputy Chief of Party, Director of Operations and Strategic Partnerships, and Partnerships Specialist held an introductory meeting with the international humanitarian organization "Good Neighbors". This organization supports the most vulnerable segments of the population by providing food, clothing, footwear, hygiene items, and school supplies. They have signed five-year MOUs with MoES and the Ministry of Health and have been working with more than 150 schools since 2015. Approximately 80 percent of these schools are located in rural and remote areas of Tajikistan, and they have trained more than 3,000 primary teachers in Tajik and Uzbek languages on different areas and on positive parenting in partnership with MoES.

USAID LTA briefed Good Neighbors about USAID education projects and shared USAID LTA's goals and objectives, areas of engagement, and opportunities for collaboration. USAID LTA asked Good Neighbors to share the following information associated with the work that they are doing:

- List of target schools
- Out-of-school activities and events they conduct for primary grade students
- Information on how active the student councils are and what age groups they focus on
- Mechanism used to work with communities and jamoats and the main topics of discussion
- Primary grade children with disabilities who are not in school and do not have access to reading materials

5. *Community members, PTAs, associations that support marginalized populations and inclusive education*

This activity will begin once an MoU is signed between the United States government and the Government of the Republic of Tajikistan.

3.3.2 *Update summer learning camp materials with activities related to math activities*

At the end of Quarter 2, USAID LTA developed a SOW for a local consultant to update summer camp materials based on the new math and literacy standards, including inclusive education and SEL. The recruitment process for the consultant will begin in Quarter 3.

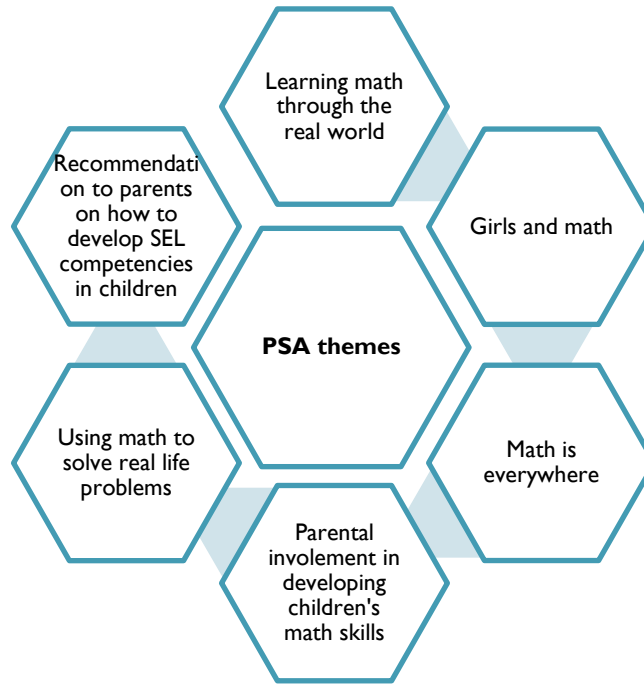
3.3.3 Outreach

3.3.3a. *Broadcast existing and new PSAs*

Public service announcements (PSA) are considered one of the most effective ways to reach the public with intervention ideas. USAID LTA plans to film six new PSAs in Year 2 and also broadcast PSAs that were developed under USAID RWM. During Quarter 2, more than 15 scenarios were developed and

after several internal meetings, the USAID LTA team selected nine scripts that were deemed to be the best. The new videos are focused on different themes around mathematics, logics, SEL, and gender and diagram. The PSAs were shared with USAID for their review in March 2022.

Diagram 2. PSA Themes



Celebrating woman’s history month: USAID LTA is committed to promoting gender equality throughout its activities. In March 2022, Women's History Month was celebrated around the world, and USAID LTA actively participated in the celebration. This year many activities took place virtually, and numerous implementing partners organized webinars and activities to mark this event. One such event was a campaign entitled #BreakTheBias at Chemonics International where staff across the globe were invited to share a picture of the pledge and take sustainable actions to break gender biases in their communities and workplaces. USAID LTA participated in this campaign per the pictures illustrated below.



3.3.3b Conduct International Literacy Day outreach event

This activity will begin in Quarter 4.

3.3.4 Finalize Reading Corner Competition

As mentioned in Quarter 1, 442 schools participated in the Reading Corner Competition nationwide and 150 schools won awards, including schools from remote districts such as Maschohi Kuhi, Baljuvon, and Bartang. The winning schools received prizes including 18 modern electronic boards, 42 projectors, 24 projector screens, 78 computers, and 72 large TV and DVD players, to aid the educational process and to utilize the digital library which had been provided to schools. Prizes were delivered during this reporting period.

Over 67,300 students will benefit from the equipment across the Republic of Tajikistan and the technology will enhance students' motivation towards reading and improve their learning skills.

Table 12. Reading Corner Competition Winner

Place	Number of schools	Awards
1 st	18 schools	1. Electronic board 2. LCD projector 3. Desktop computer
2 nd	24 schools	1. LCD projector 2. Desktop computer 3. Projector screen
3 rd	36 schools	1. Desktop computer 2. 49" TV
4 th	72 schools	1. 49" TV 2. DVD player

Primary grade students from school #5 in Roghun have been very active in reading books provided by USAID. Despite being far from the center, the school participated in the competition and came out in fourth place. During the installation of an electronic board and projector at school #11 in Tursunzoda, the school director said: *"I cannot believe that a rural school got the first place and received a modern multifunctional electronic board"*. Meanwhile, the director from school #1 in Lakhsh could not find words to express her feelings but emphasized that she had a very fruitful collaboration with USAID.

In February 2022, the former Deputy Minister of Education and Science conducted an official visit to Rasht Valley and visited school #14 in the Nurobod district which also participated in this competition and won a prize. During her visit, the former Deputy Minister of Education and Science highlighted the fruitful partnership between USAID and the MoES in primary education and urged children to actively use the reading corners.

Gender and Inclusive Education

Teaching and learning materials in the language of instruction with inclusive representation of diverse populations

After defining the needs and validating the theory of change that "learning happens in a physically, emotionally, and socially safe environment", USAID LTA selected SEL skills and indicators which are relevant to the Tajikistan context. SEL was considered in the development of training modules, supplementary materials, and assessments, and was incorporated into the assessment along with EGRA

and EGMA. The domains related to SEL included in the Tajikistan curriculum were considered alongside the domains included in the International Social and Emotional Learning Assessment tool developed by Save the Children. The working group discussed each domain and decided whether to keep or remove it from the tool for pre-testing. Following the school pre-test and two days of refinements, the following six domains were retained for use for grades 2 and 4 students:

1. Relationship
2. Stress Management
3. Empathy
4. Perseverance
5. Conflict resolution
6. Self-concept

Concept note on inclusive education

In Quarter 2, USAID LTA shared the draft regulation on blended learning with the United Nations' Children's Fund (UNICEF), who are working on blended learning approaches, for their input into this system reform. UNICEF positively received the proposed initiative and expressed their commitment for future partnership in this area.

Communications Activities

In Quarter 2, USAID LTA's Communication and Outreach Specialist worked closely with all components of the project and took photos and video footage at USAID LTA trainings, seminars, and other events. The Communication and Outreach Specialist also prepared three success stories with beneficiaries who have completed ICT training and teachers who use education technologies which USAID LTA donated to schools. Additionally, he also developed a video for International Mother Tongue Language Day following a request from the USAID Alternate COR which was positively received and posted on USAID's social media platforms.

USAID LTA developed and awarded 435 certificates to winners and active participants of the national reading competition "Anisi kunji tanhoi kitob ast", organized by the project in close collaboration with the MoES.

During the reporting period, features highlighting USAID LTA activities regularly appeared on the social media platforms, Facebook page of the U.S. Embassy in Tajikistan and Chemonics. See attachment I – Information Resources.

Monitoring and Evaluation

This quarter USAID LTA began working with the USAID Tajikistan MEL department. USAID's Project Management Specialist for Monitoring, Evaluation and Learning added the USAID LTA MEL Lead to a Google group for M&E managers of USAID-funded activities. USAID's Project Management Specialist for Monitoring, Evaluation and Learning coordinates USAID's Development Information System (DIS) work and asked the USAID LTA MEL team to provide feedback on their experience using DIS during FY 2021. Thus, on March 18, 2022, the USAID LTA MEL Lead completed the online questionnaire. At the end of March 2022, the USAID LTA MEL team received an invitation from USAID to participate in the DIS training and office hours sessions scheduled for April 2022.

During Quarter 2, the USAID LTA MEL team focused on two activities: preparation for the EGRA/EGMA/SEL/SSME baseline and conducting a Data Quality Assessment (DQA) on the project indicators. In terms of the first activity, the MEL team was actively involved in the EGRA/EGMA/SEL/SSME

baseline process, and in January 2022, they participated in the discussion and piloting of the tools at schools and contributed significantly to the finalization of the tools. In March 2022, two monitoring officers were involved as co-facilitators in trainings for the data collectors.

The USAID LTA regional MEL staff successfully compiled a list of data collectors for their regions, developed a data collection schedule, and notified the data collectors. Viber groups in all regions were created allowing the team to communicate more readily with the enumerators. The regional monitoring officers ensured the enumerators' active use of this resource for learning and sharing information. Such online spaces offered the participants a platform to discuss and enhance their understanding of the instruments, hence, contributing to higher quality data collection. In the next reporting quarter, the monitoring staff are expected to lead baseline data collection monitoring in their regions.

During this quarter, the USAID LTA MEL team carried out a DQA on seven project indicators using the USAID DQA Checklist. They gave a presentation on the DQA process to MEL staff. The USAID documents and recommendations on this issue were reviewed in detail. Each Regional MEL Specialist completed the checklist for each indicator, and the MEL team held a final discussion on February 25, 2022, to consolidate findings across the Activity. This process offered an opportunity for profound internal professional growth for most of the LTA MEL team members as they conducted a DQA for the first time.

The MEL team only assessed indicators which were previously reported to USAID. The table below illustrates the evaluated indicators and the outcomes of the DQA. Overall, the DQA demonstrated that the data was gathered in a high quality and timely manner. Additionally, the DQA helped to identify the strengths of the collected data by applying the five quality standards. The DQA determined that there were no significant weaknesses in the data placing trust in the data to inform management decisions.

Table 13. DQA Evaluated Indicators

LTA #	USAID #	Project component	Name
Component 1: Improved instruction and availability of supplemental materials related to reading subjects; and Component 2: Improved instruction and availability of supplemental mathematics materials.			
#5	ES.1-6	Sub-component 1.1 and Sub-component 2.1: Effective Teacher Professional Development including In-Service and Pre-Service	Number of educators who complete professional development activities with USG assistance
#6	ES.2-52		Number of individuals affiliated with higher education institutions receiving capacity development with USG assistance
#7	ES.1-3		Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance
#8	ES.1-50		Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance
#11	ES.1-12	Sub-component 1.2 and Sub-component 2.2: Materials Development	Number of education administrators and officials who complete professional development activities with USG assistance
#12	ES.2-1		Number of host country higher education institutions receiving capacity development support with USG assistance
#14	Custom	Sub-component 3.2: Innovations	Number of new products, approaches, creations, adaptations or refinements of a

			solution, or applications from another field or discipline for literacy and/or numeracy
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During the reporting period, the USAID LTA MEL team also updated the USAID LTA database of trainings and other meetings and seminars. The table below illustrates the trainings which were carried out during Quarter 2. Attendance forms were regularly completed for all trainings and activities, and the data collected was entered into the project database in a timely manner.

Table 14. USAID LTA Trainings Conducted in Quarter 2

#	Activity Result	Training subject	Date	Number of training participants	Number of trainers	Number of representatives from MoES/ affiliates and USAID
1	1.1.6	Training for Pedagogical Universities and colleges working group	January 5-8, 2022	13	2	4
2	1.1.1b - 2.1.1b	Training of pilot mentors on formative Pedagogy	January 6-8, 2022	150	2	0
3	1.1.3b - 2.1.3	District level master trainers training	January 6-8, 2022	30	3	1
4	1.2.4 - 2.2.3	EGRA/EGMA/SEL pilot assessment enumerators' training	January 6-11, 2022	60	4	0
5	1.1.1b - 2.1.1b	Training of pilot mentors on formative pedagogy	January 14-16, 2022	51	4	0
6	1.2.4 - 2.2.3	EGRA/EGMA/SEL pilot assessment enumerators' (refresher) training	January 16, 2022	45	2	0
7	1.1.1c	Pilot lesson development workshop	February 1-5, 2022	16	3	0
8	1.1.4	Materials development workshop	February 8-12, 2022	5	2	0
9	1.2.1c	One-day workshop for writers/book developers	February 17, 2022	9	1	0
10	1.2.4 - 2.2.3	SSME tools adaptation/development workshop	February 25-27, 2022	8	1	0
11	1.2.4 - 2.2.3	EGRA/EGMA/SEL/operational pilot assessment enumerators training	March 3-5, 2022	10	3	0
12	1.2.4 - 2.2.3	ToT for EGRA/EGMA/SEL baseline assessment	March 25-28, 2022	6	2	0
13	1.2.4 - 2.2.3	SSME/SEL enumerators training	March 29-April 1, 2022	45	3	3
Total number of participants				448	32	5

During this quarter, the USAID LTA MEL team worked on the USAID LTA Master List of Schools by identifying eligible schools, schools without primary classes, and confirming the languages of instruction.

The list is expected to include 3,115 schools with 35,080 primary grade teachers and 862,529 primary grade students. The list will be submitted to the MoES for approval in Quarter 3. The table below shows the school distribution by region.

Table 15. Expected Numbers of Primary Grade Schools, Teachers, and Students

#	Region	Number of Schools	Number of PG Teachers	Number of PG Students
1	Bokhtar	586	7,882	205,637
2	DRS	906	7,762	200,505
3	Dushanbe	130	2,921	101,669
4	GBAO	261	1,276	13,619
5	Kulob	464	5,024	119,636
6	Sughd	768	10,215	221,463
	Total	3,115	35,080	862,529

**The source for this data is the Education Management Information System (EMIS) 2021 received from the MoES.*

At the end of March 2022, the USAID LTA MEL team received the assessment results from the ICT training for the CBMU level trainers, analyzed the data, and shared findings with the USAID LTA technical team for reporting and planning.

In January 2022, the USAID LTA MEL department also updated the list of project partners and the list of DED specialists for all regions. The list includes information on heads and deputy heads of DEDs and primary librarians' methodologists. The final document was circulated to all USAID LTA staff for use in their activities.

The MEL team supported the Regional Education Leads (REL) by updating the list of CBMU trainers and preparing transportation matrices for ICT training participants. They also participated in PSA scenario discussions.

Staffing & Operations Activities

Staffing. The Director of Operations and Strategic Partnerships joined USAID LTA on January 4, 2022 and arrived in Dushanbe on January 13, 2022 (see organizational chart on the subsequent page). During Quarter 2, the Activity continued with the recruitment process for a Regional Logistics Coordinator for Dushanbe and DRS and expects to onboard an individual for this position in Quarter 3.

Procurement. In February 2022, USAID LTA executed a subcontract for the procurement of 800 tablets which will be used during CBMU level trainings and the EGRA/EGMA/SEL baseline data collection. 600 tablets were delivered at the end of Quarter 2, and the remaining 200 will be delivered in early April 2022.

COVID-19 protocols. During the reporting period, USAID LTA continued to follow COVID-19 protection measures and only essential staff were allowed to work from the office on a pre-approved basis. Additionally, USAID LTA procured and distributed face masks and sanitizers for the upcoming CBMU level training to the regional offices who will in turn deliver them to 120 CBMUs.

Operations. USAID LTA completed the selection process for a new office space and executed a lease agreement with a start date of April 16, 2022. The Activity will remain in the same building but will move within the building from the fourth floor to the eleventh and twelfth floors.

Additionally, in mid-March 2022, the Red Crescent Society of Tajikistan conducted a one day first aid training for all USAID LTA staff (split into two groups) in Dushanbe, and all staff will be awarded completion certificates. The Activity also held a one-day refresher training on USAID rules and regulations and Chemonics and LTA policies and procedures.



SUCCESS STORY

USAID ICT TRAININGS FOR 1200 PRIMARY SCHOOL TEACHERS

USAID provides tools to support teacher training in Tajikistan



“For the past four months, we’ve been taught how to use information and communication technologies, and now, in order to conduct more interesting and informative lessons, we are applying these innovations in the classroom to achieve even greater results,” emphasized a primary school teacher in the city of Levakant in Khatlon region.



The USAID Learn Together Activity (LTA) is supporting Tajikistan’s Ministry of Education and Science (MoES) to digitize the national education system and ensure that 80 percent of primary school teachers in rural areas learn the basics of information and communication technologies (ICT). From October 2021 to January 2022, USAID LTA in collaboration with the MoES Center for Information and Communication Technologies (CICT), led a four-month long training course on ICT throughout Tajikistan for 1,262 primary school teachers (CBMU-level trainers). The training’s purpose was to improve the teachers’ knowledge and skills in ICT so that they could apply these skills while teaching. The training took place on Saturdays and was accompanied by independent learning and assignments.



Historically, primary school teachers in Tajikistan have not utilized ICT as part of their training approach even when they have had access to ICT equipment. Therefore, USAID LTA developed a beginner-level teacher training program to improve teachers’ ICT skills so that they can create presentations and analytical reports using Microsoft Office software including Power Point, Word, and Excel. USAID LTA also developed a guide for the teacher training course that covers computer basics, standard applications, internet navigation, and software for organizing and conducting online meetings, and preparing instructional presentations.



One of the ICT training participants stated, "before these trainings, to be honest, I had only heard about the world of technology, but I didn't understand how to use in practice. At first there was excitement and fear, then my fear disappeared. At the beginning I had challenges comprehending ICT knowledge, but after attending these trainings, and receiving easy to understand materials, and trainers’ support I learned a lot."



Photo by USAID Learning Development
www.usaid.gov

According to the Director of the Center for Information and Communication Technology at the Levakand Education Department and one of the course trainers, while USAID LTA donated touch tablets to primary schools, teachers had difficulty using them due to a lack of ICT skills. “It was suggested that teachers need to be taught using computers. Therefore, during practical lessons the teachers become familiar with the simplest nuances of using this equipment and see how useful it is in the teaching process, then they will try to master it”.

The Director also emphasized the importance of teachers knowing and using modern technologies. “Over the past two years, the pandemic [COVID-19] has proven that teachers and students must be prepared to teach and learn regardless of the situation. In this regard, it is important for teachers to be aware of and know ICT capabilities. For example, in math class we sometimes have logic problems, and with knowledge we learned about diagrams from trainings, and with the tablets we received we have solved these problems. At home, my family and I reviewed and learned new topics”.



SUCCESS STORY

USAID CONCLUDES REPUBLICAN READING CORNER COMPETITION



“Such initiative, like the holding of various competitions by USAID LTA and the MoES, have a positive impact not only on students but also on teachers. Teachers are open, and can offer a variety of skills, and make lessons fun and rewarding for children.”



In January 2022, the Lyceum for gifted students in Kulob city won the republican reading corner competition and received an electronic board, computer, and projector. “I am very happy that our school has won this competition.

This was achieved through the joint efforts of teachers, students, and their parents. Now our students have an opportunity to read books in the reading corner and use computers with whiteboards after school to enjoy their time and improve their knowledge. This opportunity stimulates their interest not only in reading, but also in creative work, critical thinking, and collaborative learning”.

The republican reading corner competition was established by the USAID Learn Together Activity (LTA) in cooperation with the Ministry of Education and Science (MoES) of the Republic of Tajikistan to attract more primary and secondary students to libraries and increase their interest in reading. The main requirement of the competition was to establish reading corners for primary school students and to provide child-friendly spaces in libraries where books are easily accessible and displayed in an engaging way. In total, 450 schools participated in the competition, and 150 of them won awards: 18 schools took first place and were given an electronic board, desktop computer, and LCD projector, 24 schools won second place and were awarded a projector screen, desktop computer and LCD projector, 36 schools took third place and were awarded a desktop computer and large TV. The remaining 72 schools got fourth place and were awarded large TV and DVD players.

USAID LTA aims to improve grade 1-4 students’ learning skills in 80 percent of Tajikistan’s primary schools, with a particular emphasis on reading comprehension, critical thinking skills, and mathematics. The five-year Activity uses evidence-based guidelines, new teaching methods, and modern teaching materials for primary school teachers.

This initiative has had a very positive impact on students. “For instance, after school our students have the opportunity to read any book in the reading corner and use a computer and a whiteboard to improve their knowledge. This stimulates their interest not only in reading, but also in creative work, critical thinking, and collaborative learning.”



Photos by USAID Learn Together Activity
U.S. Agency for International Development
www.usaid.gov

USAID LTA supports the efforts of the MoES to develop and implement strategies and programs that are relevant to primary education. This activity directly contributes to the teachers' professional development, growth, and implementation of measures to ensure the quality of competent education and the use of relevant information to justify strategies and programs.

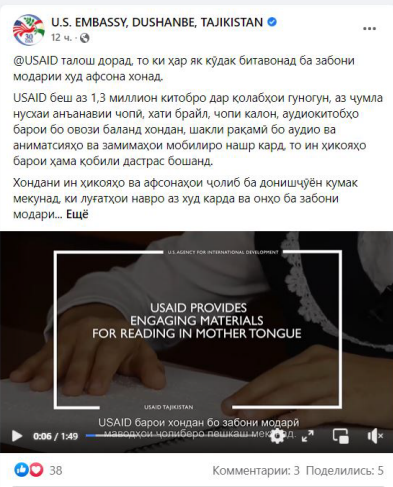
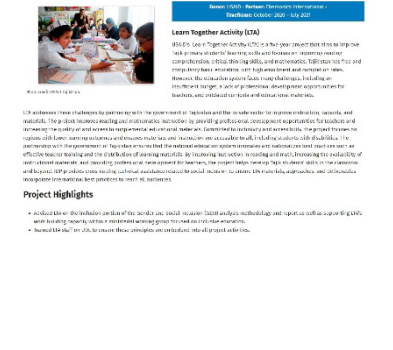
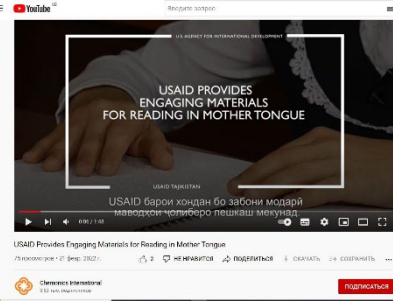
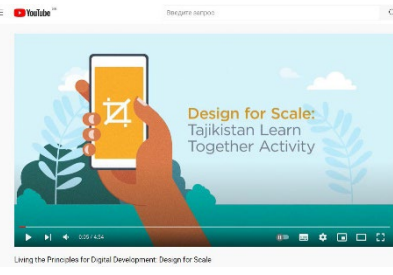
“When an electronic whiteboard appeared in our school, my classmates and I were thrilled to learn how to use it. At first, we drew and painted pictures, then moved on to drawing and creating geometric figures, and now with the help of our teacher we are solving mathematical tasks. We are very happy to be able to use this electronic board because it makes everything easy and clear to understand,” said a fourth grader at Lyceum №1 in Kulob. A teacher has participated in several LTA trainings and she has changed her approaches after learning new teaching methods and modern programs. “Now, using modern equipment, my colleagues and I teach our students using the new model: See it, Say it, Do it, which allows them to understand each lesson easily and fairly,” emphasized the teacher. She also stressed the importance of parental participation: “I encourage the parents of my students to take part in the classes during the week. Parents enjoy attending these classes. I inform them not only about the level of their child’s knowledge, but also about the aims of the lessons so they can support their child at home”.

It is important to note that parental and/or community assistance in setting up reading corners in schools was a key criterion for selecting competition winners. This was done to encourage community members and parents to participate in school life.

The teacher believes that educating children requires cooperation between educational institutions and parents. Parents are responsible for helping their children to read and they should also stay up to date with school events and the general educational process. Therefore, parents should support school initiatives in every possible way. For example, parents can visit the reading corners in classrooms and bring books home for their children to read. This gradually helps their children to develop an interest in reading and fosters their development.

Attachment I – Information Resources

Information Resource	Subject	Source	Language	Date
<p>CHEMONICS INTERNATIONAL</p>	Chemonics and One World Network of Schools Create Institutional Partnership	Chemonics website https://chemonics.com/news/news-chemonics-and-one-world-network-of-schools-create-institutional-partnership/	English	January 2022
<p>U.S. EMBASSY IN TAJIKISTAN</p>	Since 2002, the U.S. government has provided over \$100 million in assistance to Tajikistan's education sector. USAID has trained 28,000 teachers and provided 1.6 million children's books to students across Tajikistan to help improve literacy and educational success. USAID has printed 1,560 books in Braille and developed 61 audio books to help visually impaired students access quality learning materials.	U.S. Embassy in Tajikistan Facebook page https://www.facebook.com/usembassy.dushanbe/posts/293485902825800	Tajik and English	January 2022
<p>DEPARTMENT OF EDUCATION IN TURSUNZODA CITY</p>	Meeting with USAID representatives and directors of educational institutions from Tursunzoda City in honor of the winners of the contest "Anise is a lonely corner is a book" in the framework of the USAID Learn Together Activity	Department of Education in Tursunzoda City Facebook page https://www.facebook.com/zoir.95.zoir/posts/305740411579514	Tajik	January 2022
<p>INCLUSIVE DEVELOPMENT PARTNERS</p>	Including Children with Disabilities in Early Grade Math Assessments: Lessons from Tajikistan	Inclusive Development Partners website https://www.inclusivedevpartners.com/supporting-idps-world-bank-funded-egma-pilot-in-tajikistan/	English	February 2022
<p>U.S. EMBASSY IN TAJIKISTAN</p>	@USAID is making sure that every child can read fairytales in their mother tongue!	U.S. Embassy in Tajikistan Facebook page	Tajik and English	February 2022

	<p>USAID published more than 1.3 million books in different formats like traditional hard copy, braille, large print, read-aloud audiobooks, digital format with audio and animations, and mobile applications, all to make these stories more accessible for everyone.</p> <p>Reading these interesting stories and fairytales helps students learn new vocabularies and makes it easier for them to speak their mother tongue.</p>	<p>https://www.facebook.com/login/?next=https%3A%2F%2Fwww.facebook.com%2Fusembassy.dushanbe</p>		
<p>INCLUSIVE DEVELOPMENT PARTNERS</p> 	<p>USAID's Learn Together Activity (LTA) is a five-year project that aims to improve Tajik primary students' learning skills and focuses on improving reading comprehension, critical thinking skills, and mathematics. Tajikistan has free and compulsory basic education, with high enrollment and completion rates. However, the education system faces many challenges, including an insufficient budget, a lack of professional development opportunities for teachers, and outdated curricula and educational materials.</p>	<p>Inclusive Development Partners website</p> <p>https://www.inclusivedevelopmentpartners.com/tajikistan/</p>	<p>English</p>	<p>February 2022</p>
<p>CHEMONICS INTERNATIONAL</p> 	<p>The USAID Read with Me project provided more than 1.3 million age-appropriate reading books to primary schools in Tajikistan, reaching more than 665,000 learners. These materials were provided in a range of formats, including the traditional hard copy, Braille, large print, read aloud shown on TV with sign language, as well as digital formats including audio, animations and mobile applications.</p>	<p>Chemonics YouTube channel</p> <p>https://www.youtube.com/watch?v=gfLWZsvixYM</p>	<p>English</p>	<p>February 2022</p>
<p>CHEMONICS INTERNATIONAL</p> 	<p>Fayziddin Niyozov of the USAID Learn Together Activity (LTA) in Tajikistan explains how the activity is scaling a blended learning approach to teacher in-service training nationwide. LTA lives the principle "Design for Scale."</p>	<p>Chemonics YouTube channel</p> <p>https://www.youtube.com/watch?v=wHUnfQpAF8</p>	<p>English</p>	<p>March 2022</p>

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