

FY 2022, Year 2 Annual Report

OCTOBER 2021 – SEPTEMBER 2022

USAID LEARN TOGETHER ACTIVITY



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October 2022 revised December 2022

This publication was produced for review by the United States Agency for International Development. It was prepared by Chemonics International Inc.

FY 2022, YEAR 2 ANNUAL REPORT

October 2021 – September 2022

USAID LEARN TOGETHER ACTIVITY

Contract No. 72011520C00006

DEC Submission Requirements

A.	USAID Award Number	Contract No. 72011520C00006
B.	USAID Project Title	USAID Learn Together Activity (LTA)
C.	USAID Program Area and Program Element	Education (program area 3.2) Basic Education (program element 3.2.1)
D.	Descriptive Title	Annual Report: October 2021 – October 2022
E.	Author's Name	██████████, Chief of Party
F.	Contractor's Name	Chemonics International Inc. 1275 New Jersey Ave SE, Suite 200, Washington, DC 20003
G.	Sponsoring USAID Operating Unit and COR	USAID/Tajikistan ██████████
H.	Date of Publication	October 30, 2022
I.	Language of Document	English

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ACRONYMS

AKF Tajikistan	Aga Khan Foundation Tajikistan
AOE	Academy of Education
CAI	Central Asia Institute
CBMU	Community Based Methodological Units
CICT	Center for Information and Communication Technology
CLA	Collaborating, Learning and Adapting
COR	Contracting Officer's Representative
DED	District Education Departments
DRS	Districts of Republican Subordination
DQA	Data Quality Assessment
EDI	Education Development Institute
EGMA	Early Grade Math Assessment
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
FY	Fiscal Year
FGD	Focus Group Discussion
GBAO	Gorno-Badakhshan Autonomous Oblast
GPF	Global Proficiency Framework
HEI	Higher Education Institution
HMU	Heads of Methodological Units
ICT	Information and Communication Technology
IDP	Inclusive Development Partners
IRR	Interrater Reliability
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
NEB	National Education Board
PD	Professional Development

PIRS	Performance Indicator Reference Sheet
PITT	Performance Indicator Tracking Table
PSA	Public Service Announcement
PTA	Parent Teacher Association
RED	Regional Education Department
RTMC	Republican Teaching and Methodological Center
RITTI	Republican Teacher Training Institute
RWM	USAID Read with Me
SEL	Social Emotional Learning
SINIDI	See it, Name it, Do it
SSME	Snapshot of School Management Effectiveness
SOW	Scope of Work
TIPDIS	Teacher In-Service Professional Development Information System
TLM	Teaching and Learning Materials
ToT	Training of Trainers
UDA	Universal Design for Assessment
UCA	University of Central Asia
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

Executive Summary

Program Objective

The United States Agency for International Development Learn Together Activity (USAID LTA) aims to improve primary students' learning skills (grades 1-4), with a particular focus on improving reading comprehension, critical thinking skills, and mathematics. Through this activity, USAID intends to support the Tajikistan Ministry of Education and Science (MoES) to take on greater responsibility for improving literacy and numeracy skills and primary students' learning outcomes. Coverage is nationwide (at least 80 percent/3,115 of primary schools) focusing on regions with historically lower learning outcomes as measured by the RWM endline EGRA assessment. The government will take responsibility for professional development of teachers and provide learning materials for the remaining 20 percent of schools.

The Activity purpose will be achieved through the following components:

1. Improved instruction and availability of supplemental reading materials
2. Improved instruction and availability of supplementary math materials
3. Increased government capacity to develop and implement cohesive primary education policies and programs

USAID LTA successfully completed many activities planned in Year 2, despite the absence of a Memorandum of Understanding (MOU) between the United States Agency for International Development (USAID) and the MoES of the Republic of Tajikistan for most of the fiscal year. Fortunately, on July 25, 2022, the Minister of Education and Science signed the MoU. Once the MOU was in place, the program moved quickly to obtain MoES approvals to organize and conduct national, regional and Community Based Methodological Unit-level (CBMU) Training of Trainers (ToT) to prepare our MOES counterparts to pilot standards and syllabi and later the training program itself. The piloting of 400 schools (374 Tajik and 26 Russian) will begin during the first quarter of year 3 and will inform the national rollout of the activity in the remaining 2,715 schools nationwide. MoES will be responsible for training of the teachers and ensuring implementation of the approved standards and syllabus in 20% of the remaining schools not covered by USAID-LTA.

USAID LTA is implemented in partnership with subcontractors EdIntersect, Together Education (TogetherEd) and Inclusive Development Partners (IDP).

List of subcontractors

EdIntersect. During Year 2, Subcontractor EdIntersect in collaboration with LTA specialists led an EGRA/ EGMA/ SEL Pilot tools development workshop in October 2021. In addition, EdIntersect and LTA collaborated on a World Bank inclusive education initiative in which students during the pilot study in January 2022 had two math subtasks that were adapted using universal design for assessment (UDA) principles. EdIntersect specialists also programmed EGRA/ EGMA/ SEL G2 and G4 Tajik and Russian pilot and baseline tools in Tangerine and

provided the LTA IT specialist with data to be downloaded into electronic tablets, as it is crucial to facilitate real-time data recording and reduce human error in assessments. This also led to a collaboration between EdIntersect and LTA specialists where they conducted a ten-day training for pilot EGRA, EGMA and SEL enumerators. The training covered introducing tools, sampling, data collection protocols and a visit to local schools to provide enumerators with the opportunity to practice in real-world conditions. EdIntersect and LTA specialists prepared and printed instruments and materials for pre-testing, organized a training session on how to conduct the pre-test in schools, and observed the field-testing process in schools. EdIntersect and the LTA technical team trained EGRA/ EGMA/ SEL enumerators on tools, sampling, data collection protocols, data management and reporting requirements for electronic tablets. Training included a visit to a local school to provide enumerators with the opportunity to practice in real-world conditions. By the end of the reporting period, EdIntersect, cleaned, analyzed the data, and provided the full report and the Summary report for MoES.

TogetherEd. During Year 2, subcontractor TogetherEd assisted the LTA technical team by reviewing and finalizing the teacher training package including teacher’s toolkits, teacher’s workbooks and a trainer’s guide covering 70 sessions and 196 training hours. TogetherEd also reviewed the pre-service teacher training package and shared feedback for further improvement; and designed the School Leadership Training Framework. The TogetherEd team traveled in-country in November 2021, January 2022 and August 2022 to support the USAID technical team by designing and delivering a series of capacity building workshops for national and regional trainers, pilot mentors and pre-service teacher training working groups.

Inclusive Development Partners (IDP). During Year 2, subcontractor IDP supported LTA USAID by developing resources on inclusive education, specifically on Universal Design for Learning (UDL) and Social and Emotional Learning (SEL). IDP drafted SEL and UDL training module outlines with limited content targeted for trainers and teachers. The outline describes the training structure, session topics, pre and post assessment tests and strategies to integrate SEL and UDL into the general subjects. In addition, IDP proposed adjustments on LTA’s classroom observation tool, enabling the project to collect data on the incorporation of SEL and UDL principles for the purpose of project monitoring. IDP also reviewed project existing indicators on inclusion and gender and proposed new indicators to monitor gender and inclusion in project activities. Lastly, the subcontractor developed a comprehensive guide for developing inclusive learning materials, including educational standards and curricula, textbooks, storybooks, and audio and video materials.

Summary of Cumulative Accomplishments for the Year

In January 2022, USAID LTA completed an Information and Communication Technology (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 . After the training, the CICT evaluated CBMU trainers and determined that 1,107 (88 percent) of the participants passed exam and became certified.

During Year 2, USAID LTA reviewed the competence-based standards for primary education with support from international education curriculum experts to help ensure the improved curriculum aligned with the revised standards and were more easily understood by teachers for use. USAID LTA worked closely with MoES representatives, including the First Deputy Minister. The ministerial working groups evaluated the existing standards and syllabus and defined the areas of improvements, such as describing learning strands and sub-strands to provide more details for teachers, redrafted the table of subject learning outcomes, and added sections on social and emotional and learning to learn (core/metacognitive) skills. USAID LTA also began developing syllabi and supplementary materials for mathematics and Tajik and Russian languages. Throughout the process, the working groups integrated gender equity, principles of inclusive education, and Universal Design for Learning (UDL) in the subject standards and syllabus that gives all students an equal opportunity to succeed.

On April 7, 2022, the MoES provided feedback to USAID LTA on the initial versions of the competence-based standards and syllabus that was submitted for review in December 2021. USAID LTA organized a meeting with the head of the curriculum revision working group (WG) and MoES Coordinator to edit the standards and syllabus accordingly. The WG discussed and analyzed the feedback protocols for the Tajik and shared the full package of feedback protocols with the curriculum review WG for further review and editing. Ultimately by July 29, 2022, the MoES Collegium¹ approved all 12 subject standards submitted by the WG.

USAID LTA finalized the piloting approach and teacher mentoring process for rollout in Year 2 in partnership with the subcontractor TogetherEd, who supported the design, ensuring international best practices in teacher coaching and mentoring are appropriately contextualized to Tajikistan through the See it, Name it, Do it (SINIDI) approach with the training to be delivered via a blended learning system. TogetherEd worked closely with subcontractor EdIntersect to ensure that classroom data collection methodologies complement the Early Grade Reading and Math Assessment (EGRA and EGMA) tools, so that data collected during the baseline, midline, and endline clearly reflects LTA's regular data collection through regular monitoring, conducted in coordination with the MoES.

Subcontractor EdIntersect worked with USAID LTA to finalize plans for Tajikistan's first ever EGMA and social, emotional, learning (SEL) baseline data collection administration, including initial

¹ The MoES Collegium is a supreme decision-making body in the education system in the Republic of Tajikistan. Collegium members include the Minister and four Deputy Ministers. All orders, regulations, concepts, strategy plans, curriculum, and textbooks are approved by the decree of this body. The curriculum and instructional materials that are aimed at national introduction will be approved by the Collegium after National Education Board approval.

tool development and clarification of methodology and planning. They reviewed USAID Read with Me (RWM's) endline EGRA results and tools to appropriately guide local implementation of USAID LTA's baseline EGRA and EGMA data collection, which took place during April and May, 2022 in 286 schools. MoES established a monitoring group for the EGRA/EGMA/SEL baseline data collection process and visited all regions with USAID LTA regional staff. Overall, 4,995 students (49% girls) on EGRA, 4,867 students (49% girls) on EGMA, 4,151 students (50% girls) on SEL and 2,135 management (school directors and deputy directors) and teachers on SSME participated in the baseline assessment.

On June 28, 2022, MoES approved 3,115 USAID-focused schools. After receiving the approved list of target schools, USAID LTA re-strategized specific aspects of the teacher training including the number of CBMU level trainers needed, the number of training venues required, and approaches to covering all primary teachers from the target schools. Following the signing of the MOU and clarification on the availability of funds for the year, USAID LTA determined to initially pilot the teacher training approach in 400 schools (374 Tajik and 26 Russian). USAID LTA then trained 136 regional trainers during Quarter 4. These trainers will deliver training in Quarter 1 of Year 3.

Figure 1 demonstrates the basic statistics for the 3,115 schools. Figure 2 demonstrates the breakdown of pilot schools by region.

Figure 1. Numbers of LTA Schools, Primary Grade teachers and Primary Grade students

#	Project 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	1276	13,619
5	Kulob	464	5,024	119,636
6	Sughd	768	1,0215	221,463
	Grand Total	3,115	35,080	862,529

Figure 2. Number of pilot schools and teachers by project region

Region	Tajik Language of Instruction	Russian Language of Instruction
Bokhtar	81	4
DRS	70	7
Dushanbe	20	7
GBAO	40	
Kulob	53	
Sughd	110	8

Total	374	26
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From June 2-4, 2022, USAID LTA collaborated with the Writers' Union of the Republic of Tajikistan to conduct a three-day workshop where children's book authors improved 20 manuscripts for decodable and leveled books in Tajik and Russian languages. USAID LTA delivered sessions where the authors reviewed manuscripts based on criteria for children's book development to ensure gender, SEL, inclusive education reflection in newly developed reading books. The authors revised eight manuscripts of leveled books and four manuscripts of decodables in Tajik and five manuscripts of leveled books and three manuscripts of decodable books in Russian. This revision will help students improve their social and emotional learning. Additionally, the inclusion of children with disabilities will make them more visible, and it will enhance children's motivation to accept and be accepted by their peers. The revised text will also improve students' higher order thinking skills and enable teachers to apply reading strategies while encouraging students to read and use the information from the text to design different level reading instructions.

In Quarter 3 of Year 2, USAID LTA completed the development of chrestomathy for grades 1-4 and received positive feedback from the Contracting Officer's Representative (COR) about the quality of the work and its value in children's literacy development. On June 9-10, 2022, USAID LTA conducted a workshop for 11 members of the Supplementary Materials Development and Curriculum Review WGs to complete the list of selected texts, create and agree on a sign system (a symbol within the text that indicates visually whether the task is read and response, listen and tell, or listen and write), instructional questions and tasks, and methodological guides for primary teachers on how to use the chrestomathy in reading and other subjects in primary grades. USAID LTA completed the illustration and design of the chrestomathy for grades 1-4 and submitted them for approval to MoES on July 29, 2022.

USAID LTA also finalized the National Reading Corner Competition. Activity staff and MoES representatives at the national and regional levels distributed reading corner awards and certificates to 150 winners. Participation in the competition demonstrated parent and school community interest in creating a school culture and environment for reading. This resulted in significant contributions from schools (in-kind) and from parents and other sources (in-kind). The in-kind contribution included age-appropriate furniture (samples of the design was developed and shared by LTA), ICT technology and books. The parents' contribution and participation in the event helped develop creative learning spaces for children and it raised their awareness on the importance of reading, resulting in more active involvement in their children's reading activities.

FY2022 Q4 QUARTERLY PERFORMANCE REPORT

Major Activity Progress and Achievements

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

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

Activity 1.1.1 Support the MoES to pilot updated Primary Grade Tajik Language Standards and Syllabus

Activity 1.1.1a. Finalize and approve the pilot version of updated Primary Education Tajik Language, Russian Language and Reading Subject Standards and Syllabus

As noted in the annual report below, the MoES approved eight primary subject standards and syllabi during Quarter 3.

On July 29, 2022, the Collegium² of the MoES approved the remaining four primary subject standards and three subject syllabus.

Primary Subject Standards:

- 1) Reading Subject Standards for Grades 1-4 for Tajik Language Schools
- 2) Reading Subject Standards for Grades 1-4 for Russian Language Schools
- 3) Russian Language Subject Standards for Grades 1-4 for Russian Language Schools
- 4) Music and Song Subject Standards for grades 1-4 for Tajik Language Schools

Syllabi:

- 1) Reading Subject Syllabus for Grades 1-4 for Tajik Language Schools
- 2) Russian Language Subject Syllabus for Grades 1-4 for Russian Language Schools
- 3) Music and Song Subject Syllabus for grades 1-4 for Tajik Language Schools

The MoES Collegium will approve the Reading Subject Syllabus for Russian Language in Year 3, Quarter 1. By the submission of this annual report, it was approved on October 28, 2022. All subject standards and syllabi are approved for piloting in schools. After the piloting in Year 3, the standards and syllabi will either be accepted, or will be revised for final approval. USAID LTA will

² The MoES Collegium is a supreme decision-making body in the education system in the Republic of Tajikistan. Collegium members include the Minister and four Deputy Ministers. All orders, regulations, concepts, strategy plans, curriculum, and textbooks are approved by the decree of this body. The curriculum and instructional materials that are aimed at national introduction will be approved by the Collegium after National Education Board approval.

collaborate with the Academy of Education of Tajikistan to collect and process the data from the field-testing and ensure ongoing revisions to support MoES decision making in accepting the revised standards and syllabus after the pilot.

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

This activity began in Quarter 1, and the first round of Pilot Support Mentors training was conducted in January 2022. USAID LTA and MoES were ready to train pilot teachers and start field testing of standards. However due to policy changes regarding splitting Mother Tongue into two separate subjects: Reading and Tajik Language at the Government Level (by the President of Tajikistan), the MoES restructured the Working Groups and asked USAID LTA to separate standards and syllabus, and create two new sets of materials for these subjects. Due to lack of local capacity in developing instructional and curriculum materials in reading and Tajik Language as two separate disciplines, MoES and USAID LTA conducted a series of capacity building activities, including compiling, translating, and presenting curriculum and syllabus from different countries, lead development sessions. The splitting and framing of new subjects took more than 6 months and by the time the standards and syllabus were ready and approved, the academic year was completed. Therefore, the MoES and USAID LTA decided to initiate field-testing of the revised standards and syllabus in fall 2022 (USAID LTA Year 3, Quarter 1).

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

On August 14, 2022, the Academy of Education (AoE) sent USAID LTA a letter requesting support for the evaluation of four additional primary subject standards and syllabi. USAID approved AoE’s request as this aligns with capacity-building efforts under sub-component 3.1, particularly in areas of research. Support will include printing the standards and syllabus for every pilot teacher, providing transportation for 10 MoES, AoE, and Education Development Institute (EDI) staff to visit pilot schools, collect data, and be able to report on the strands and syllabus evaluation results. This decision impacted the pilot methodology and materials design timelines, which subsequently led to USAID LTA postponing the training of pilot mentors and piloting Year 3, Quarter 1.

#	Subject Standards and Syllabus	Target/Additional
1	Tajik Language for Grades 1-4	Target
2	Reading for Grade 1-4 (Tajik Language Instruction)	Target
3	Russian Language for Grades 1-4 (Russian Language Schools)	Target
4	Reading for Grades 1-4 (Russian Language Schools)	Target
5	Math for Grades 1-4	Target
6	Nature and Environmental; Studies for grades 1-4	Additional

7	Arts and Crafts for grades 1-4	Additional
8	Song and Music for Grades 1-4	Additional
9	Physical Education for Grades 1-4	Additional

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

This activity was postponed to Year 3 due to the delayed approval of the revised primary education subject standards and piloting of the subject standards.

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 was postponed to Year 3 due to the delayed approval of the revised primary education subject standards and piloting of the subject standards. On August 18, 2020, the President of Tajikistan requested MoES to revise all standards and syllabus for general secondary education (grades 1-4) to improve their quality and effectiveness, including the introduction of innovative skills. As a results, MoES developed an action plan based on this order, where all general education (grade 1-11) subject standards and syllabus will be revised. On February 2021 USAID LTA received a letter from the MoES to support them in revising standards and syllabus for grades 1-4 for all subjects.

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

This activity was postponed to Year 3 due to the delayed approval of the revised primary education subject standards and piloting of the subject standards.

Activity 1.1.3. Develop capacity of community-based trainers at CBMU for training and coaching

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

This activity was completed in Quarter 1.

Activity 1.1.3b. Conduct ToT for master trainers (Teacher training contents)

During Quarter 4, USAID LTA and the Republican In-Service Teacher Training Institute (RITTI) WG developed a training package consisting of (1) Teacher’s Toolkit; (2) Teacher’s Workbook and (3) Trainer’s Guide to be used to train National and regional Trainers, District Level Master Trainers, CBMU level trainers and teachers. During the development process the USAID LTA technical team and TogetherEd reviewed WG drafts, shared feedback and finalized for quality. On July 28, 2022, the Scientific Council of RITTI approved the teacher training package.

Figure 3. RITTI WG Training Package

#	Title	Description
1	Teacher’s Toolkit	The toolkit consists of methodological one-pagers for every teaching technique, samples of teacher’s work, lesson plan scripts.
2	Teacher’s Workbook	The workbook consists of tasks for face-to-face workshops, handouts, and series of weekly assignments for teachers, classroom observation and lesson plan evaluation checklists.
3	Trainer’s Guide	The guide provides session scripts and tips for trainers for all 14 Saturday face-to-face workshops.

During August 10-12, 2022, USAID LTA organized a three-day workshop for RITTI WG to prepare for training national trainers. During this workshop USAID LTA trained the RITTI WG to facilitate sessions: (1) reflection sessions, (2) session on a key method through reading examples, (3) applying key method in Tajik/Russian Language classes; (4) applying key method in math classes, and (5) school-based mentoring/coaching. This workshop included sessions on 1) Discussion of successes and challenges; 2) Learning a new and innovative method; 3) Applying the new and innovative method in Tajik/Russian Language Classes; 4) Applying the new and innovative method in Math Classes; 5) Training school mentors to support teachers to apply innovative methods.

During August 16-20, 2022, USAID LTA and RITTI WG conducted 5-day ToT for 25 National Trainers representing RITTI and its regional branches in all regions of Tajikistan.

Figure 4. Number of National Trainers by Regions

Region	# of National Trainers
Boktar/Khatlon	9
Kulob/Khatlon	4
GBAO	4
Soghd	8
Total	25

USAID LTA and RITTI WG used “Plan, Practice, Share Feedback and Practice Again” approach to improve the National Trainers’ training contents knowledge and facilitation skills. The National Trainers practiced planning and demonstrated sessions, received feedback, and updated their session plans. The analyses of pre-post tests showed significant gains in National Trainers’ content knowledge and facilitation skills of delivering training for District Master Trainers.

On August 23-27, 2022, USAID LTA and RITTI and its regional branches conducted a five-day ToT for 104 District Master Trainers and 35 Regional Training Monitors and Mentors at regional levels. The ToT was facilitated by National Trainers.

Figure 5. USAID LTA and RITTI’s Five-day ToT

Region	Trainers	Mentors and evaluators	Total
Bokhtar	22	8	30
Dushanbe/DRS	12	8	20
GBAO	23	4	27
Kulob	21	5	26
Sughd	26	10	36
Total	104	35	139

TogetherEd, the USAID LTA technical team and RITTI WG worked together to finalize the in-service teacher training package and prepare for the pilot. The TogetherEd team participated and observed District Master Trainers ToT in Dushanbe and Bokhtar cities and provided feedback to enhance the quality of the trainings. As the result the following inputs was made:

1. LTA Specialists, National and Regional Trainers improved knowledge and skill on designing and delivery trainings using the See It, Name It, Do It (SINIDI) format
2. USAID LTA and RITTI WG selected 14 key innovative teaching techniques to train teachers
3. USAID LTA and RITTI WG created training sessions for certain techniques
4. Teacher workbook and training materials were reviewed, and feedback was shared with USAID LTA and RITTI WG
5. Observation and feedback on LTA specialists’ internalization of techniques and delivery of training was provided

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

Due to delays associated with the MOU and approval of the standards, the CBMU training will begin in Year 3.

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

Details on the program design are included in the annual report, under 1.1.4 and 1.1.2.

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

Due to change in the approaches – piloting teacher training, the national level teacher training rollout moved to Year 4, Quarter 1. USAID LTA will pilot the teacher training approach in 400

schools (374 Tajik Schools and 26 Russian schools) from December 2022 – June 2023 for all teachers in these schools.

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 five Primary Education Pre-Service Teacher Training Programs and Materials

In July and August 2022, USAID LTA cooperated with working groups to develop educational and methodical materials for teachers and students, the unification of educational syllabi for methodology of teaching Tajik language, methodology of teaching mathematics, pedagogy, and psychology. The Activity then developed educational materials for teachers/instructors and students for the primary education specialty of the pedagogical HEIs. Below is a list of materials that USAID LTA prepared for the pilot of Pre-Service Package that will occur in Year 3:

1. Syllabus, educational and methodical materials for teachers and students in methodology of teaching Tajik language (parts 1, 2, and 3)
2. Syllabus and teaching and methodical materials for teachers and students in methodology of teaching mathematics (parts 1, 2, and 3)
3. Syllabus and educational and methodological materials for teachers and students in the field of pedagogy: "introduction to the pedagogy", theory of education/upbringing, and theory of learning
4. Syllabus and educational and methodological materials for teachers and students in the field of psychology: general psychology, age psychology, and pedagogical psychology
5. Educational program for educational and student practicum of the department and faculties of the primary education specialization pedagogical higher education institutions
6. Educational and methodical materials for the methodologist/instructors of the pedagogical higher education institutions majoring in primary education
7. Educational and methodical material for the methodologist of pedagogy on the organization and implementation of students practicum in pedagogical higher education institutions
8. Educational and methodical material for the methodologist of pedagogy on the organization and implementation of internships for students majoring in primary education
9. Educational and methodical materials for the methodologist of the department on the organization and conduct of internships for students majoring in primary education
10. Educational and methodical material for the methodologist of the discipline of psychology on the organization and conduct of internships for students majoring in primary education

In August 2022, TogetherEd's international consultant visited Tajikistan and reviewed the USAID LTA developed materials for HEIs and made recommendations for improving the materials in Year 3. The consultant reviewed the content of the course, which includes course structure, content and information on grading system and assessment process. Some of the recommendations related to policy reforms such as development and implementation of the Teachers Competency Framework, as well as consistent integration of the theory and practice throughout the pre-service education. USAID LTA also reviewed the materials and integrated

inclusive education, UDL and SEL in the content, which will be part of the syllabus and materials to be used in these institutions. In September 2022, USAID LTA reviewed the HEI syllabus for four subjects, student's practicum guide, educational and methodological materials, and started the designing process.

The consultant reviewed the output of the HEI working group, including:

1. Draft syllabi in 4 content areas
2. Sample materials relating to the syllabi
3. The practicum and internship programme
4. The pilot methodology for the project

The focus of the feedback was content of syllabi and the materials, as well as programme and pilot methodology. He suggested establishing a Teacher Competency Framework (TCF) to have shared understanding of the learning, skills and qualification criteria to certify a teacher. Using the Teacher Competency Framework to create an aligned pre-service curriculum that culminates in accreditation linked to the competency framework. The consultant also recommended to develop an adult learning model that consistently integrates theory and practice, providing clear guidance on where and how practice opportunities can be integrated into teacher preparation. To develop capacity of the HEIs faculty to design and deliver the pedagogic approaches the syllabi and materials require.

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

This activity moved to Year 3.

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

During Year 2, USAID LTA collaborated with the Writer's Union, who translated 12 titles and edited 8 previously translated titles. By September 2022, 17 titles out of 20 were finalized – translated, edited, illustrated, and designed. USAID LTA will finalize the three remaining titles in Year 3, Quarter 1. Additional details on the titles and approach are included in the annual report below under section *Activity 1.2.1a. Print up to 10 titles of well-known children's books* page 51.

Activity 1.2.1b. Print and disseminate 10 titles of children's books in braille

There were no activities scheduled for this quarter. Please see annual report for additional details.

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

The 20 planned books continued through the editing and illustration process during this quarter. Additional details are included in the annual report.

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

Activity 1.2.2a. Develop and pilot chrestomathy³ and language practice book for grades 1-4

In July 2022 USAID LTA printed three copies of 4 titles of the Chrestomathy, which is a collection of best children’s stories and submitted it to the MoES for review and approval. On September 19, 2022 the MoES replied with the AoE and EDI feedback on 4 titles of the Chrestomathy “Collection of Best Children’s Stories.” The feedback was mainly positive, including:

- 1) The texts were selected in accordance with the grade level
- 2) All types of children’s genres were covered
- 3) The illustrations suited the text and supported in the overall comprehension of the text
- 4) The illustration and design were very attractive

During the same period, the WG continued revising the language practice book based on USAID LTA’s feedback. In September 2022, USAID LTA started illustration and design of the language practice book.

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

This activity is delayed until approval of the Chrestomathy.

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

The purpose of this learning assessment is to collect reliable data on student’s learning progress on expected learning outcomes to allow for changes/adjustments to the instructional process in order to improve learning outcomes. The results of the assessment will provide teachers with information regarding the effectiveness of teacher’s instruction as well as to guide the specific teachers’ professional development needs. The assessment is intended to support the link between learning/ student’s performance and teaching. There are 2 hours allocated in the subject syllabuses for the assessment at the end of each term of the academic year to be conducted in the classroom (in 2 days: 45 min+45min). To help with administration of learning assessments, LTA is developing assessment tools on 5 subjects (Tajik Language and Reading, Russian language and Reading and Math) for all primary grades and 4 terms. Development of assessment tools’ items are based on appropriate subject learning outcomes provided in the subject standards. These tools are planned to be piloted in 20 rural and urban schools (12 schools with Tajik and 8 schools with Russian Lol) with further refining the tools based on the pilot results. Tools consist of the Student’s Test-books (1 booklet per term, per subject) and the Assessment Administration Guide.

³ Chrestomathy: Defined as a selection of passages from an author or authors, designed to help in learning a language.

In August 2022, USAID LTA involved an international consultant to support finalizing the learning assessment concept, reviewing learning outcomes for target subjects and grades, and supporting the design of training materials for a three-day workshop. This assignment was crucial to ensuring that the learning assessment would consist of validated assessment items that a teacher can use to measure student's learning progress in accordance with learning outcomes.

USAID LTA in collaboration with the MoES agreed to involve Syllabus Guide developers to design learning assessment instruments for Tajik Language, Reading and Math subjects for grades 1-4 and have a new WG⁴ to develop learning assessment instruments (LOI) for Russian Language and Reading Subjects. On August 15-17, 2022, USAID LTA conducted a three-day workshop for 11 Learning Assessment Tools Developers. During this workshop the developers analyzed the standards and syllabus and selected key subject competencies; learned and practiced different types of learning assessment test items. The same three-day workshop was conducted for seven Russian learning assessment tools developers on September 3, 10 and 17, 2022. In September 2022, the Learning Assessment Tools Developers developed the following materials:

- 1) The first part of the Learning Assessment Teacher's Guide (Part I- General items). This document contains information on how to conduct assessment at school.
- 2) Questionnaire to interview a teacher right after conducting the learning assessment to find out their ideas on the piloted tools issues of administrations, consistency of the items, level of difficulty, etc.
- 3) Learning assessment tool for Math grade 2 term I (Tajik)
- 4) Learning assessment tool for Math grade 2 term I (Russian)
- 5) Learning assessment tool for Math grade 3 term I (Tajik)
- 6) Learning assessment tool for Math grade 3 term I (Russian)
- 7) Learning assessment tool for Math grade 4 term I (Tajik)
- 8) Learning assessment tool for Math grade 4 term I (Russian)
- 9) Learning assessment tool for Tajik Language grade 2 term I (Tajik)
- 10) Learning assessment tool for Russian Language grade 2 term I (Russian)
- 11) Learning assessment tool for Tajik Language grade 3 term I (Tajik)
- 12) Learning assessment tool for Russian Language grade 3 term I (Russian)
- 13) Learning assessment tool for Tajik Language grade 4 term I (Tajik)
- 14) Learning assessment tool for Russian Language grade 4 term I (Russian)
- 15) Learning assessment tool for Tajik Reading grade 2 term I (Tajik)
- 16) Learning assessment tool for Russian Reading grade 2 term I (Russian)
- 17) Learning assessment tool for Tajik Reading grade 3 term I (Tajik)
- 18) Learning assessment tool for Russian Reading grade 3 term I (Russian)

⁴ Working Groups include:

- 1) Standards and Syllabus Development Working Group - revise/update primary education subject standards and syllabus
- 2) Numeracy Supplementary Materials Development WG - to develop supplementary materials for each learning strands of the Primary Math Standards
- 3) Literacy Supplementary Materials Development WG - to develop supplementary materials for each learning strands of the Primary Tajik Language and Literacy Standards
- 4) Learning Assessment Tools Development WG - to develop learning assessment instruments for four schooling terms for Tajik Language, Math, Reading and Russian Language and Reading
- 5) Teacher Training Materials Development WG (RITTI) - develop teacher training materials - Teacher's Toolkit, Teacher's Workbook, Trainer's Guide

- 19) Learning assessment tool for Tajik Reading grade 4 term I (Tajik)
- 20) Learning assessment tool for Russian Reading grade 4 term I (Russian)

Learning Assessment Tools for Grade I is not planned as grade I students cannot be assessed in Term I of the academic year.

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.

Activity 1.2.4b. Develop/adapt EGRA

This activity was completed in Quarter 1.

Activity 1.2.4c. Pilot EGRA tools

This activity was completed in Quarter 2.

Activity 1.2.5. Conduct EGRA baseline data collection

Activity 1.2.5a. EGRA baseline enumerator trainings and Activity 2.2.4a. EGMA baseline enumerator trainings

This activity was completed in Quarter 3.

Activity 1.2.5b. EGRA baseline data collection in Tajik and Russian schools and Activity 2.2.4b. EGMA baseline data collection in Tajik and Russian schools

This activity was completed in Quarter 3. The draft baseline report was submitted to USAID on September 30, 2022.

Activity 1.2.5c. Validate and disseminate EGRA baseline results and Activity 2.2.4c. Validate and disseminate EGMA baseline results

This activity was moved to Year 3.

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 the Primary Grade Math Standards and Syllabus in Tajik, Russian

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

The MoES approved eight primary subject standards and syllabi during Quarter 3. The Math Standards and Syllabus are the same in both Tajik and Russian languages, as this is the new state approach to mathematics instruction. After approving the primary math subject standards and syllabus for Tajik schools, MoES asked USAID LTA to translate and edit the materials for Russian schools. In June 2022, USAID LTA translated materials into Russian and initiated the editing process. The final editing was completed in September 2022.

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

This activity began in Quarter 1, however due to policy changes described in 1.1.b. (above on page 7), the activity was delayed to Year 3.

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

Activities are illustrated in *Activity 1.1.1c*.

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

This activity has been postponed to Year 3 due to delayed approval of the revised primary education subject standards.

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

This activity has been postponed to Year 3 due to delayed approval of the revised primary education subject standards.

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

Activities are illustrated in 1.1.3b and 1.1.3c.

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 1.1.4.

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

This activity has been postponed to Year 3 due to delayed approval of the revised primary education subject standards.

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

In September 2022, USAID LTA received final drafts, initiated illustration and design of 140 numeracy learning cards. The learning cards will support implementation of five core math learning strands: numbers and mathematical signs, measurements, geometry, statistics and probabilities and algebra elements. The distribution of learning cards by grades and learning strands are presented in figure 38 in the annual report.

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

This activity was completed in Quarter 1.

Activity 2.2.3b. Pilot EGMA tools

This activity was completed in Quarter 2.

Activity 2.2.4. Conduct EGMA baseline data collection

Activity 2.2.4a. EGMA baseline enumerator trainings

Activities are illustrated in 1.2.5a.

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

Activities are illustrated in 1.2.5b.

Activity 2.2.4c. Validate and disseminate EGMA baseline results

The activity is moved to Year 3, Quarter 1.

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.

Due to the delay in signing the MoU, this activity will begin in Year 3, with a formal presentation of the Year 3 workplan to MoES and its affiliates.

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

Due to the delay in signing the MoU, this activity will begin in Year 3, after an initial meeting with MoES.

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

There were no activities during the reporting period.

3.1.4 Build capacity of Ministry Affiliates

3.1.4a. RITTI

During this quarter 34 regional training monitors and evaluators from RITTI and its regional affiliates organized monitoring visits of the training activities for CBMU level trainers countrywide. USAID LTA organized these training for 400 pilot schools at the district level on Saturday. During the training, monitors organized meetings at the regional level to share experiences, analyze the data, and plan next month's activities. They also provided feedback and recommendations to improve the trainings. USAID LTA will use this data to analyze and adjust activities. At the same time, these 34 staff from RITTI and its regional affiliates strengthened their knowledge and skills in arranging, monitoring, and supervising training activities, as the RITTI working group developed and submitted the draft training materials for school directors. Through this process the RITTI leadership staff improved their understating of the See It, Name It, Do It approach and its value in enabling instructional leaders to impact the quality of teaching. Model teaching techniques based on this approach is used in school directors training handbook. In addition, USAID LTA worked with RITTI to develop materials for UDL and SEL, which is also included in the school director training.

3.1.4b RTMC

The MoES assigned the RTMC to lead the review process of the Chrestomathy and finalizing it for approval. This quarter USAID LTA, in collaboration with RTMC, edited and reviewed the Chrestomathy incorporating feedback from USAID COR in July 2022 and the MoES. In September 2022, the RTMC completed the review process and submitted it to the national security committee for compliance.

In the process of developing the Chrestomathy, RTMC staff members improved their understanding of differentiated language practice tasks and activities, application of transaction model of teaching and differentiated instructions using the UDL model, and SEL.

3.1.4c Academy of Education and Education Development Institute

On September 23, 2022, USAID LTA's COR initiated meeting with the newly appointed President of AoE. USAID LTA's COR introduced the USAID Tajikistan Education Director and the USAID LTA COP to the counterparts. The President of AoE highly appreciated USAID partnership in education and stated that the primary syllabus and standards developed by USAID LTA served as example and supporting document for the AoE in developing curriculum for secondary schools. He recommended potential partnership areas and interests for project consideration such as: joint piloting of the standards and syllabus, initiating assessment of teachers understanding and implementation of the competency-based education and development and printing supplementary materials. USAID suggested enhancing cooperation and active participation of their staff in project activities.

3.1.4d RED and District Education Departments (DEDs)

During August 23-27, 2022, USAID LTA trained 60 RED and DED methodologists as District Master Trainers. The training contents and process is described in Activity 1.1.3b and c.

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

This activity is under way through a working group process. The results are expected in Year 3.

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

This activity was cancelled due to the lack of MOU.

Subcomponent 3.2 Innovations

Activity 3.2.1. Update Teacher Training and Coaching Digital Platforms

See Activity 3.2.2.

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

In Quarter 3, USAID LTA determined to combine the Teacher Training and Coaching Digital Platform with the Teacher In-Service Professional Development Information System (TIPDIS) to alleviate difficulty among school and district administrators that would need to use two separate platforms. During the reporting period, USAID LTA identified a vendor to create a dual platform and contracting is under way.

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

USAID RWM developed a mobile application “Kitobdust” for students in grades 1 and 2 and consists of different educational games that are based on USAID RWM’s levelled books. During Year 2, USAID LTA completed the procurement process to identify a subcontractor who could create an additional “Kitobdust” that is targeted at students in grades 3 and 4. Proposals were received and evaluated in Quarter 4 and a subcontractor was selected. The vendor will begin to design the application in Quarter 1 of Year 3.

Activity 3.2.4. Develop Mobile Application “Miracle of Math” for grades 1-2

On May 30, 2022, USAID LTA published a request for proposals on www.untj.org to hire a company to develop a math mobile application. The content of the mobile application will be aligned with the updated primary grade math standards and curriculum, be targeted at grades 1 and 2, and be presented through engaging games for different levels and categories. The selected company will begin the application design process in Quarter 1 of Year 3.

Activity 3.2.5 Reaching students remotely through television and radio

In July 2022, USAID LTA hired a local consultant to develop scripts for 50 episodes for an educational math TV program. Between August and September 2022, the consultant developed 25 scenarios dedicated to various mathematical and environmental themes covering topics such as “numbers in our daily life”, “eat pizza and learn about fractions”, “plastic is everywhere”, “there is no planet B” etc. In Year 3, USAID LTA plans to sign agreements with the Dushanbe Children’s Puppet Theatre and TV “Bahoriston” and film the episodes that were developed.

3.2.6 CBMU competition for creative spaces

This activity was postponed to Year 3.

Subcomponent 3.3 Strengthen Public and Private Partnerships

Activity 3.3.1 Finalize approach to partnerships

Due to the delay in signing the MOU, the Activity was unable to work with most partners. Since the signing of the MOU at the end of July, USAID LTA focused on initiating formal activities with the MoES and will begin engaging other partners in earnest in Quarter 1 of Year 3.

Public/quasi-state-run entities. In August 2022, USAID LTA’s Partnerships Specialist met the head of public organization “Ruzbeh” and briefed them about the activity. They were impressed with USAID RWM’s impact in GBAO and were interested in knowing more about USAID LTA. The Activity plans to work closely with Ruzbeh in Year 3, specifically supporting Ruzbeh’s mobile library.

At the end of the reporting period, USAID LTA's Partnerships Specialist met the head of public organization "Logos" to see where future collaboration could ensue. Logos is currently working mostly with early childhood development and conducts additional courses for primary grades on math and English. USAID LTA's Partnerships Specialist introduced Logos to USAID LTA's digital library and the organization decided that they will use the digital library to work with preschool children to improve their reading comprehension in Tajik language. USAID LTA plans to support the organization by providing resources they can use to improve the math skills of students in primary grades. Logos is using the children's books from the digital library to improve reading comprehension of preschool children to prepare them for school, as their mother tongue is not Tajik.

Private sector. In August 2022, the USAID LTA Partnerships Specialist met with the head of private center "Bomi Boom" and introduced them to USAID RWM's digital library. They were impressed with the resources for Russian language teachers, age-appropriate books for children, and TV programs. The Partnerships Specialist shared the digital library with them to work with preschool children to improve their reading comprehension in Russian and Tajik. USAID LTA plans to continue to provide Bomi Boom with resources in Year 3.

Publishing/printing house sector and bookstores (public and private companies working in this sphere, as well as bookstores that could sell project materials/books). There were no meetings or activities with public and private entities working the book supply chain during Quarter 4.

Development partners/donors/implementors. USAID LTA did not finalize plans with donor partners during Quarter 4.

Community members, PTAs, associations that support marginalized populations and inclusive education. There were no activities with community members or associations during Quarter 4.

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

At the end of the reporting period, USAID LTA concluded the recruitment process for a local consultant to update summer camp materials based on the new math and literacy standards, including inclusive education and SEL. The consultant will commence their assignment in October 2022.

3.3.3 Outreach

3.3.3a. Broadcast existing and new PSAs

In Quarter 4, USAID LTA created a request for proposals (RFP) for a company to create eight public service announcement videos that will each be two-three minutes long. A subcontractor will be selected in Quarter 1 of Year 3 after USAID LTA evaluates proposals.

3.3.3b Conduct International Literacy Day outreach event

In Quarter 4, USAID LTA Partnership Specialist and Communication and Outreach Specialist developed a concept note for conducting International Literacy Day events in all regions of Tajikistan to highlight the following:

- The goals and objectives of USAID LTA
- The fruitful partnership between USAID LTA and MoES
- The importance of education for students and society at large
- That reading, math, and social and emotional development have a positive impact on students

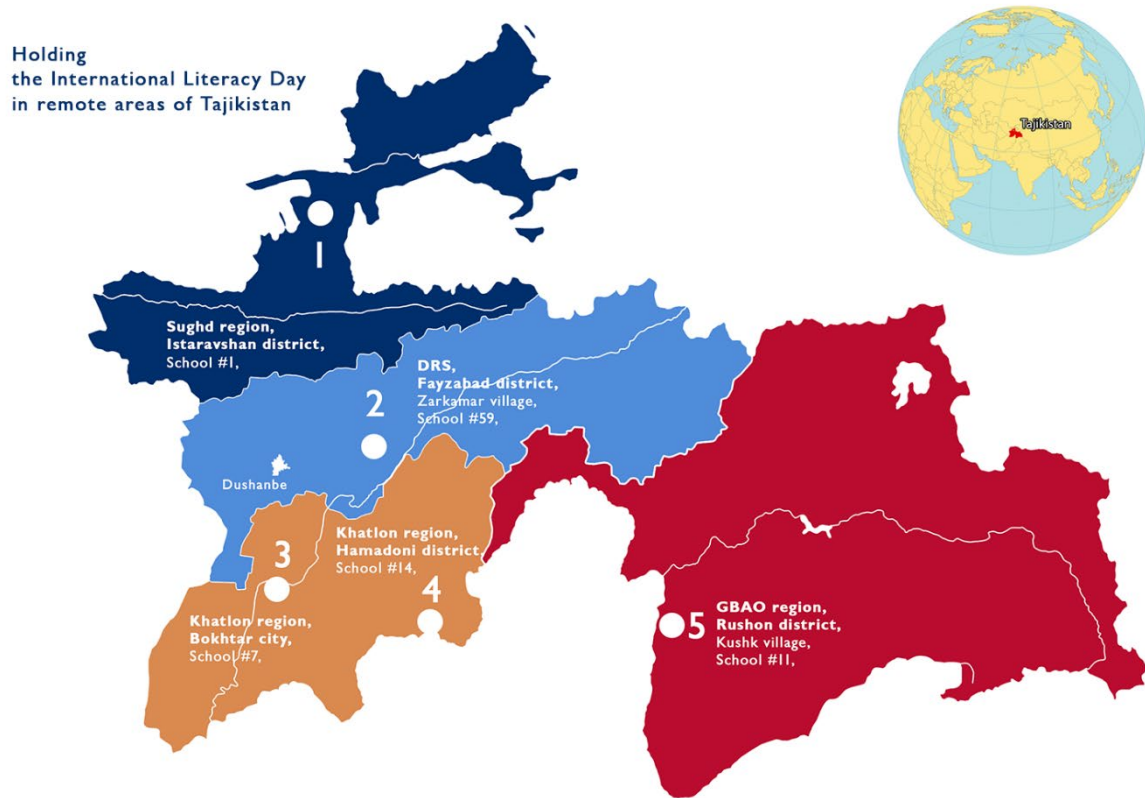
Figure 6. International Literacy Day Schedule

Regional Office	Venue location	Date
Sughd	School #1, Istaravshan	September 20, 2022
Dushanbe/DRS	School #59, Zarkamar village, Fayzabad	September 23, 2022
Bokhtar - Khatlon region	School # 7, Lomonosov Mahalla, Bokhtar	September 28, 2022
Kulob - Khatlon region	School # 14, Hamadoni	September 30, 2022
GBAO	School #11, Kushk village, Porshinev, Shugnan	October 6, 2022

This year’s International Literacy Day theme was “Transforming Literacy Learning Spaces” and served as an opportunity to rethink the fundamental importance of literacy learning spaces and ensuring quality, equitable, and inclusive education. USAID LTA conducted celebrations between September 20 and October 6 in remote districts of all five regions of Tajikistan. During the events, students in primary grades 1 to 4 undertook practical exercises at different stations on math, literacy, and SEL; conducted theatrical performances and recited poetry; and received prizes for drawings about climate change. Representatives from MoES, regional government officials, regional education authorities, USAID LTA trainers and mentors, and more than 500 primary school students and 100 teachers participated in the events alongside USAID LTA staff, USAID/Tajikistan Mission Director, USAID/Tajikistan Education Director, and USAID/Tajikistan Education Management Specialist.

The International Literacy Day celebrations attracted substantial media attention, and stories were broadcast on local and state TV channels and in local newspapers.

Figure 7. International Literacy Day Map



3.3.4 Finalize Reading Corner Competition

This activity was completed in Quarter 2.

Communications Activities

During the reporting period, features highlighting USAID LTA activities regularly appeared on social media platforms including the U.S. Embassy in Tajikistan’s Facebook page. USAID LTA’s Communications and Outreach Specialist photographed, and filmed trainings, workshops, and other USAID LTA events and this content was subsequently used in trainings, reports, and fact sheets for USAID, MoES, and other stakeholders. The Activity also held themed photo shoots at several public schools to create banners for USAID LTA that were displayed during International Literacy Day events and will be used during future trainings.

The Communications and Outreach Specialist developed a video for International Mother Tongue Language Day which was posted on USAID’s social media platforms. He also wrote numerous success stories highlighting different events and individuals that USAID LTA has collaborated with including ICT training participants, EGRA, EGMA, and SEL data collection, and International Literacy Day.

Monitoring and Evaluation

During this year, the MEL Team organized all the activities according to the Activity Monitoring, Evaluation and Learning Plan (AMELP), which USAID approved on December 29, 2020. Each quarter the MEL Lead made necessary updates to the performance indicator reference sheet (PIRS), led the quarterly Performance Indicator Tracking Table (PITT) updates, and scheduled meetings with Technical Team members on expected targets for LTA indicators. During Year 3 Work Planning the MEL Lead also conducted a session "Review of Indicators and progress." By the end of the reporting period, the MEL Team successfully updated LTA AMELP, PIRS for each indicator. The updated document has been submitted for USAID approval.

Over the course of Year 2, the LTA MEL team worked with the USAID/Tajikistan MEL department and the MEL team received an invitation from USAID to participate again in the DIS Training & Office Hours sessions scheduled in April 2022. The MEL team continued work with the USAID/Tajikistan MEL Specialist for Monitoring, Evaluation and Learning and on June 22, 2022, they organized an informative and useful session on Collaborating, Learning and Adapting (CLA). The session was useful for the rest of the team as it was a good chance to refresh their knowledge. USAID/Tajikistan also conducted a Data Quality Assessment (DQA). On September 27 and 28, 2022 Monitoring Officer , Project Management Specialist for Monitoring, Evaluation and Learning worked with the MEL Lead , DRS MEL Specialist and Kulob MEL Specialist in Dushanbe and Kulob. To confirm the reported data, the LTA team visited school №52 in Kulob.

Figure 8. Indicators undergoing DQA

No	Name of Indicator
1	ES. 1-1 Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 2
2	ES. 1-2 Percent of learners targeted for USG assistance who attain minimum grade-level proficiency in reading at the end of grade 4
3	ES. 1-3 Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance
4	ES. 1-13 Number of PTAs or community governance structures engaged in primary or secondary education supported with USG assistance
5	ES. 1-50 Number of public and private schools receiving USG assistance
6	ES. 1-55 Percent of primary grade learners targeted for USG assistance who have the appropriate variety of reading materials in the language of instruction with inclusive representation of diverse populations
7	ES. 2-1 Number of host-country individuals receiving USG-funded scholarships to attend higher education institutions
8	SUPP- 5 Percent of learners targeted for USG assistance who attain minimum grade-level proficiency in math at the end of grade 4
9	SUPP- 3 Percent of learners targeted for USG assistance who attain minimum grade-level proficiency in math at the end of grade 2

In addition, USAID LTA monitoring staff conducted orientation session in each region. From August 23-24, 2022, during the ToT all Regional MEL specialists held orientation sessions which were attended by 168 trainers. The team gave them step by step explanation how to fill in the registration forms of the training participants and avoid the possibility of providing inaccurate data for reporting on the project.

Twice a year, the MEL department updates the list of partners. Accordingly, in January the MEL Team updated the list of DED representatives. In each region our specialists contacted each DED zone and updated information on DED related staff (head of DEDs, deputy head of DEDs, PG methodologist and librarians' methodologists). The final document was circulated to all project staff for use in their further activities. In September 2022, with the start of the new 2022/23 school year, we contacted 68 DEDs and Regional Departments of Education. The list of the department heads and members as well as their contact information was updated. This information was further provided to all project staff for use in their future activities.

FY2022 ANNUAL REPORT

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

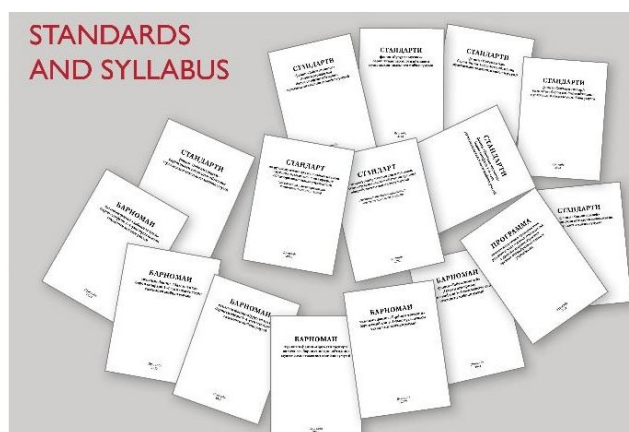
Activity 1.1.1 Support the MoES to pilot updated Primary Grade Tajik Language Standards and Syllabus

Activity 1.1.1a. Finalize and approve the pilot version of updated Primary Education Tajik Language, Russian Language and Reading Subject Standards and Syllabus

In Year 2, USAID LTA continued to collaborate with the MoES established WG to revise all primary education subject standards and syllabi. By working through the WG, USAID LTA ensures local government ownership and improves the WG's capacity to understand and integrate core cognitive and metacognitive, social, and emotional, and subject content competencies into the primary education system. USAID LTA engaged international consultants to support the MoES WG through a series of workshops and presenting exemplars and to also share feedback on draft documents. On June 30, 2022, the MoES Collegium approved eight sets of the revised Primary Education Subject Standards and eight sets of Subject Syllabi.

Standards:

- 1) Tajik Language Standards for grades 1-4
- 2) Math Subject Standards for grades 1-4
- 3) State (Tajik) Language Standards for grades 2-4 for Russian, Uzbek, Kyrgyz, and Turkmen language secondary general education schools
- 4) Russian Language Standards for grades 2-4 for Tajik Language Schools
- 5) Nature (Environmental Studies) Subject Standards for grades 1-4
- 6) Art and Crafts Subject Standards for grades 1-4
- 7) Physical Education Subject Standards for Grades 1-4
- 8) English Language Subject Standards for Grades 2-4



Syllabi:

- 1) Tajik Language Syllabus for grades 1-4
- 2) Math Subject Syllabus for grades 1-4

- 3) State (Tajik) Language Syllabus for grades 2-4 for Russian, Uzbek, Kyrgyz, and Turkmen language secondary general education schools
- 4) Russian Language Syllabus for grades 2-4 for Tajik Language Schools
- 5) Nature (Environmental Studies) Subject Syllabus for grades 1-4
- 6) Art and Crafts Subject Syllabus for grades 1-4
- 7) Physical Education Subject Syllabus for Grades 1-4
- 8) English Language Subject Syllabus for Grades 2-4

On July 29, 2022, the Collegium of the MoES approved the remaining four primary subject standards and three subject syllabi.

Standards:

- 1) Reading Subject Standards for Grades 1-4 for Tajik Language Schools
- 2) Reading Subject Standards for Grades 1-4 for Russian Language Schools
- 3) Russian Language Subject Standards for Grades 1-4 for Russian Language Schools
- 4) Music and Song Subject Standards for grades 1-4 for Tajik Language Schools

Syllabus:

- 1) Reading Subject Syllabus for Grades 1-4 for Tajik Language Schools
- 2) Russian Language Subject Syllabus for Grades 1-4 for Russian Language Schools
- 3) Music and Song Subject Syllabus for grades 1-4 for Tajik Language Schools

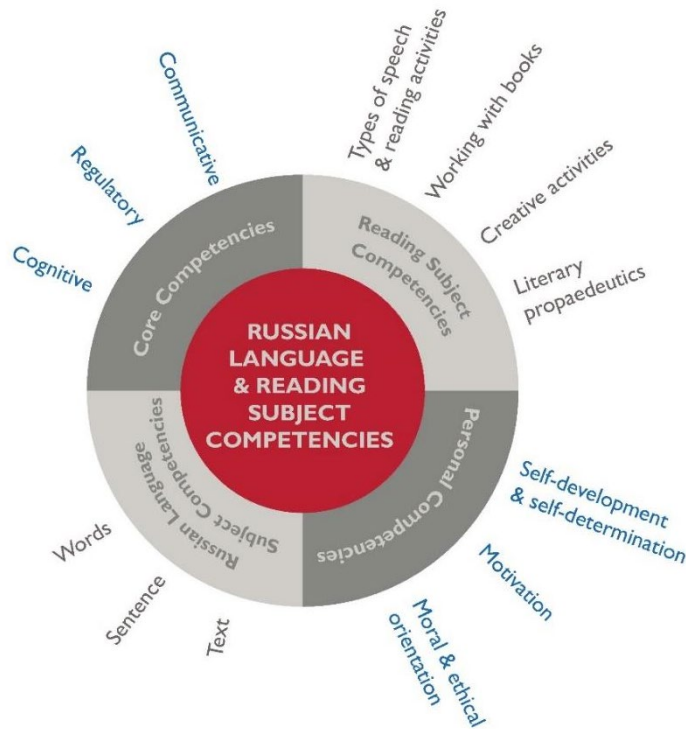
The MoES Collegium will approve the Reading Subject Syllabus for Russian Language in Year 3, Quarter 1. By the submission of this annual report, it was approved on October 28, 2022.

The images below in Figures 9 and 10 demonstrate the integration of multiple competencies in Tajik Language and Reading, Russian Language and Reading Subject Standards. USAID LTA improved the MoES WG members' knowledge and understanding in these areas through focused workshops, translation of resources, and involving international expertise. USAID LTA believes that only through evidence-based piloting will the MoES WG and responsible affiliates gather and analyze data that may inform further improvement of instructional and curriculum materials.

Figure 9. Tajik Language and Reading Standards Strands and Domains



Figure 10. Russian Language and Reading Standards Strands and Domains



The MoES recognizes USAID LTA as a key and reliable partner in primary education curriculum reform and played an active role in the standards development process through weekly WG meetings and managing the review and approval processes. USAID LTA ensured the quality of

the revised standards and curriculum by reviewing and editing the materials and weekly WG meetings. This effective collaboration resulted in the development and approval of 22 curriculum materials, including 12 subject standards and 12 subject syllabi. USAID LTA provided detailed reports to the MoES on a quarterly basis describing the development, review, and approval process. Some key aspects of this work are briefly described below:

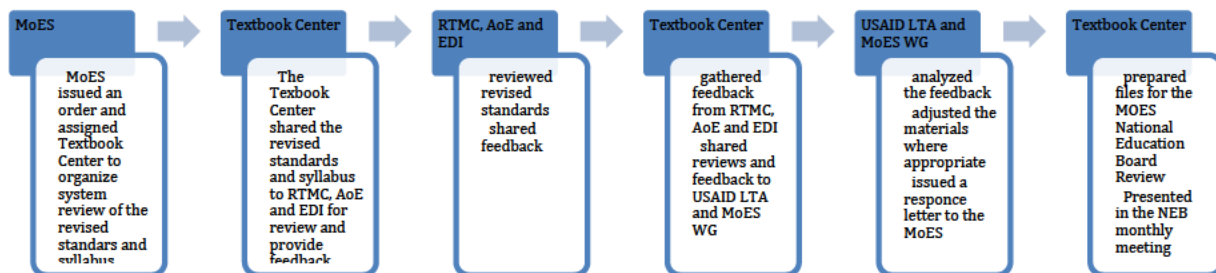
USAID LTA role

Each member of USAID LTA’s technical team led one subject WG, reviewed draft materials, submitted them to international consultants and shared the feedback with the WG members. The Russian Language and Reading Standard and Syllabus development WG stated: “The USAID LTA team is responsible and motivated, provides high quality and timely support. The team supported creating positive working environment and establishing mutual and team collaboration.”

USAID and education system review and feedback

USAID LTA presented the revised subject standards and syllabi to USAID who in turn provided feedback on the integration of UDL, SEL, and inclusion of a description for how differentiated learning is presented in the standards and syllabi. USAID LTA guided the MoES WG to adjust the standards and syllabi before submitting them for official review per Figure 11 below.

Figure 11. Standards and Syllabi Process

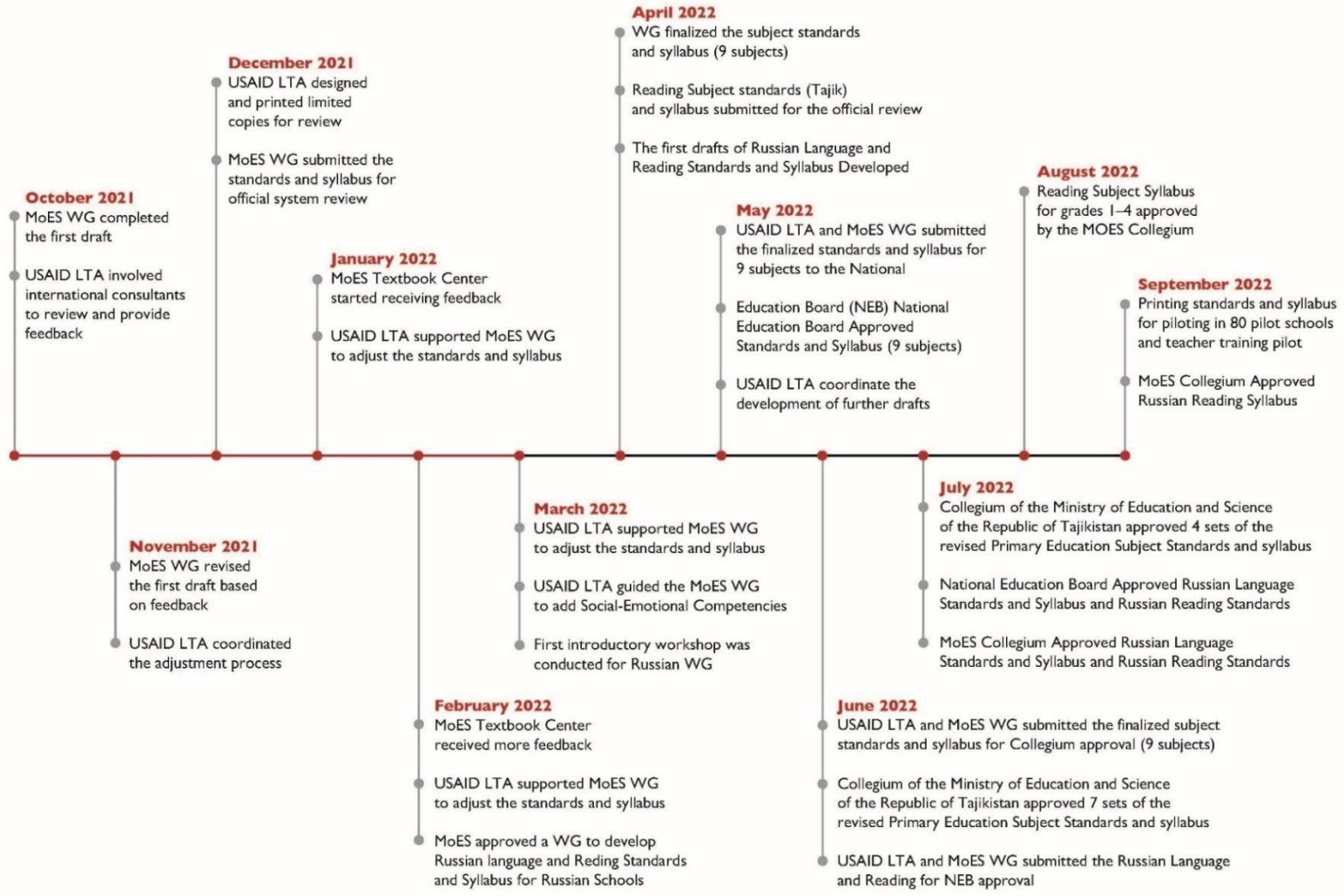


Approvals

Subject standards and syllabi are recognized as regulatory documents and need two levels of approval, from the National Education Board (NEB) and the MoES Collegium. On May 15, 2022, USAID LTA submitted the final versions of the nine sets of revised standards and syllabi to the NEB and received approval on May 28, 2022. On June 30, 2022, the MoES Collegium approved eight sets of the revised Primary Education Subject Standards and Syllabus and returned the music and song standards and syllabus to the WG for revision. In June 2022, USAID LTA re-submitted the music and song standards and syllabus with three other subjects for final MoES Collegium approval. The MoES Collegium approved the four sets of subject standards on July 29, 2022.

The below diagram (Figure 12) briefly presents the timeline and key activities related to standards and syllabus development, review, and approval processes.

Figure 12. Standards and Syllabus Timeline and Key Activities



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

In the beginning of October 2021, the MoES approved 80 pilot schools (72 Tajik medium schools and eight Russian medium schools) from 27 districts of Tajikistan to pilot the new subject standards as can be seen in Figure 8 below.

Figure 13. Number of pilot schools and teachers by area

Regions	Pilot schools			Pilot Teachers		
	Tajik LOI	Russian LOI	Total	Tajik LOI	Russian LOI	Total
GBAO	13	-	13	50	0	50
Kulob	11	-	11	44	0	44
Bokhtar	14	2	16	56	8	64
Dushanbe	6	4	10	24	16	40
DRS	14	-	14	56	0	56
Sughd	14	2	16	54	8	62
Total	72	8	80	284	32	316

To support the piloting process, USAID LTA and MoES selected 30 of the best performing trainers from USAID RWM's national and regional trainers to be pilot mentors, one based in each district (in three districts there are pilot mentors for both Tajik and Russian schools). The role of the pilot mentors is to support pilot teachers with training, lesson observation, and feedback. The pilot mentors provide LTA with qualitative data on the implementation of these new approaches, based on classroom observation and pilot teacher reflection. On October 26, 2021, MoES approved the list of pilot mentors and pilot schools.

USAID LTA conducted an introductory five-day training for pilot mentors on November 1-5, 2021. During the training the pilot mentors for both Tajik and Russian medium schools enhanced their knowledge and skills on (1) new concepts to teach the Tajik language, Russian language and math standards and syllabi; (2) formative pedagogy as key concepts for a more transactional model of teaching and learning; (3) creating a favorable learning environment; and (4) the SINIDI model of training facilitation.

On November 20 and 27, 2021 the pilot mentors trained the 316 pilot teachers from the 80 pilot schools on creating favorable classroom learning environments using the SINIDI model. The pilot teachers improved their knowledge and skills on innovative teaching techniques.

From January 6 to 8, 2022, USAID LTA conducted a follow-up three-day workshop for 30 pilot mentors representing all regions 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. USAID LTA applied the SINIDI training approach to demonstrate sample lessons, analyze, actively reflect, and practice sample lesson plans developed based on the revised standards and syllabi.

A decision by the Government of Tajikistan to separate the mother tongue subject into reading and Tajik language subjects doubled the time and efforts required to finalize the materials. The

decision led to delays in the system review and approval process and the inability to pilot the standards and syllabi during the school year. The system review approval process, as described in Activity 1.1.1a started in December 2021 and finished on July 29, 2022. USAID LTA had to not only adjust the piloting timeline, but also revise pilot materials to meet the new policy requirements. Activity 1.1.1c describes the changes in the piloting concepts and contents.

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

Both the Tajik language WG and Russian language WG decided to pilot specific aspects of the revised subject standards and syllabi that are focused on metacognitive competencies. Specifically, the Tajik language WG decided to focus on piloting the approaches on integrated planning and teaching three types of competences: core competencies, subject competencies, and behavioral (personal) competencies – by applying the contents of one teaching unit of the current subject textbooks. The Russian language WG decided to focus on planning, teaching, and evaluating metacognitive skills as innovative concepts in the revised standards and syllabus.

Piloting Tajik Language and Reading Standards and Syllabus

On August 14, 2022, the AoE sent USAID LTA a letter requesting support for the evaluation of four additional primary subject standards and syllabi. USAID approved AoE’s request as this supports capacity-building efforts under sub-component 3.1 and agreed to print copies of the standards and syllabus for every pilot teacher, provide transportation for 10 MoES, AoE, and EDI staff to visit pilot schools, collect data, and report on the strands and syllabus evaluation results. This decision impacted the pilot methodology and materials design timelines and USAID LTA had to postpone the training of pilot mentors and piloting to the second half of October 2022.

USAID LTA and AoE agreed to 1) evaluate the standards and materials contents through interviewing pilot teachers and 2) plan and align resources and teaching based on the new requirements of standard and syllabus. USAID LTA developed piloting and evaluation methodology and instruments and on September 23, 2022, shared these materials with the AoE for review and approval. In year 2, USAID LTA and AoE developed two sets of pilot data collection instruments to gather, process, and analyze information to respond to the pilot questions described in the figures below (Figure 14 and 15).

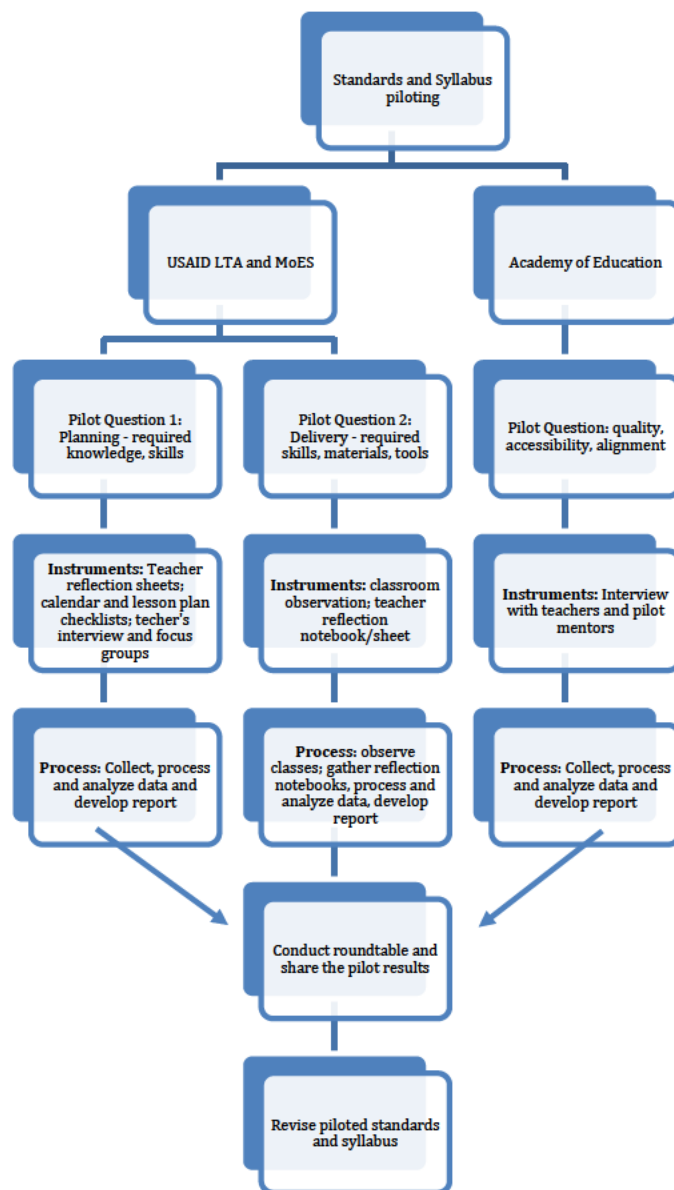
Figure 14. Pilot questions and data collection instruments – Tajik

Pilot directions	Key pilot questions	Data collection Instruments
AoE evaluation standards and materials contents – and	<ul style="list-style-type: none"> ● Are standards and syllabus user (teacher) friendly in terms of presentation of the materials and structure? ● Is presentation of the contents of the standards and syllabus accessible in terms of the language? ● What are the key challenges of the structure, presentations, and language accessibility? 	<ol style="list-style-type: none"> 1) Pilot teacher interview questionnaire 2) Pilot mentor interview questionnaire

USAID LTA and MoES – piloting planning and resource identification	What knowledge, skills, and teaching and learning resources will teacher need to apply the new requirements of the standards and syllabus?	<ol style="list-style-type: none"> 1) Calendar and lesson planning reflection sheet 2) Classroom observation checklist 3) Pilot teacher’s focus group
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USAID LTA and AoE will use the results of piloting to update the standards and syllabus and adjust supplementary materials and teaching and learning resources.

Figure 15. Subject standards and syllabus piloting process overview – Tajik



Piloting Russian Language and Reading Standards and Syllabus

USAID LTA and the WG designed teaching and learning materials (TLMs) for the development and diagnosis of meta-cognitive competencies presented in Russian language and reading subject standards and syllabus for piloting. TLMs for the development and diagnosis of meta-cognitive skills of students grades 1-4 are supplementary materials used in Russian language lessons. They consist of 52 cards for use across language, reading, mathematics, and nature subjects. Each card will contain tasks for the development of a particular meta-cognitive competence. The toolkit will also contain materials for teachers enabling them to conduct formative and learning assessments.

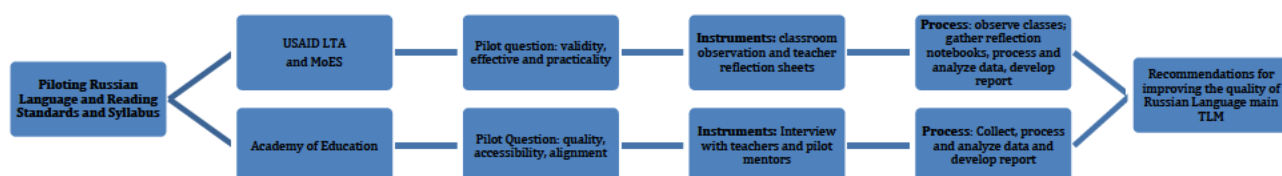
The Russian Language and Reading Standards and Syllabus will be piloted from October 2022 through February 2023. USAID LTA and AoE will organize two groups – AoE Standards and Syllabus Evaluation Team and USAID LTA Pilot Mentors that will use different tools and follow two main objectives: (1) evaluation of Russian language and reading subject standards and materials contents and 2) study validity, effectiveness, and practicality of the TLM.

Figure 16. Pilot questions and data collection instruments - Russian.

Pilot directions	Key pilot questions	Data collection Instruments
AoE – evaluation standards and materials contents	<ul style="list-style-type: none"> • Are standards and syllabus user (teacher) friendly in terms of presentation of the materials and structure? • Is presentation of the contents of the standards and syllabus accessible in terms of the language. • What are the key challenges of the structure, presentations, and language accessibility? 	3) Pilot teacher interview questionnaire 4) Pilot mentor interview questionnaire
USAIDL TA and MoES – piloting validity, effectiveness and practicality	<ul style="list-style-type: none"> • To what extent TLM are valid, effective and practicality to support primary teachers to overcome the challenges that they face to plan, teach and evaluate metacognitive competencies described in the Russian Language Standard and Syllabus? 	5) Classroom observation checklist 6) Teacher Reflection Sheet

The pilot is designed so that results will provide an informed choice of which student tasks (from pilot workbooks) are aligned and support implementation of the new standards for the Russian language and reading subjects for developing a new textbook for Russian language in the Tajik education system.

Figure 17. Subject standards and syllabus piloting process overview - Russian



Pilot Materials

During Year 2, USAID LTA and MoES WG developed 5 sets of pilot materials for the following subjects: Tajik Language, Tajik Reading, Math, Russian Language and Russian Reading.

Figure 18. Pilot Materials

#	Subjects	Materials
1	Russian Language	1) Russian Language Standards for Grades 1-4 2) Russian Language Syllabus for Grades 1-4 3) Workbook for Grade 1 students – literacy (ABC Period, applies for Language and Reading) 4) Workbook for Grade 2 students – Russian Language 5) Workbook for Grade 3 students – Russian Language 6) Workbook for Grade 4 students – Russian Language 7) Teacher’s Guide on piloting Russian Language TLM for Grades 1, 2, 3 and 4 8) Classroom observation checklist 9) Teacher Reflection Sheet 10) Pilot Mentors and Pilot Teachers training materials for 6 training days – 2 for Pilot mentors and 4 for pilot teachers (both for Russian language and reading)
2	Russian Reading	1) Russian Reading Standards for Grades 1-4 2) Russian Reading Syllabus for Grades 1-4 3) Workbook for Grade 2 students – Russian Reading 4) Workbook for Grade 3 students – Russian Reading 5) Workbook for Grade 4 students – Russian Reading 6) Teacher’s Guide on piloting Russian Reading TLM for Grades 1, 2, 3 and 4 7) Classroom observation checklist 8) Teacher Reflection Sheet 9) Pilot School Visit Plans – pilot mentors
3	Tajik Language	1) Tajik Language Standards for Grades 1-4 2) Tajik Language Syllabus for Grades 1-4

		<ul style="list-style-type: none"> 3) Pilot Mentors and Pilot Teachers training materials for 5 training days (for Tajik Language, Reading and Math) 4) Sample Calendar-Thematic Plan for 1 unit (Grades 1, 2, 3, 4) 5) Sample lesson plans for 5 lessons (Grades 1, 2, 3, 4) 6) Calendar and lesson planning reflection sheet 7) Classroom observation checklist 8) Pilot teacher's focus group 9) Pilot Teacher Reflection Notebook (Tajik Language)
4	Tajik Reading	<ul style="list-style-type: none"> 1) Tajik Reading Standards for Grades 1-4 2) Tajik Reading Syllabus for Grades 1-4 3) Sample Calendar-Thematic Plan for 1 unit (Grades 1, 2, 3, 4) 4) Sample lesson plans for 5 lessons (Grades 1, 2, 3, 4) 5) Calendar and lesson planning reflection sheet 6) Classroom observation checklist 7) Pilot teacher interview questionnaire 8) Pilot mentor interview questionnaire 9) Pilot Teacher Reflection Notebook (Tajik Reading)
5	Math	<ul style="list-style-type: none"> 1) Math Standards for Grades 1-4 2) Math Syllabus for Grades 1-4 3) Sample Calendar-Thematic Plan for 1 unit (Grades 1, 2, 3, 4) 4) Sample lesson plans for 5 lessons (Grades 1, 2, 3, 4) 5) Calendar and lesson planning reflection sheet 6) Classroom observation checklist 7) Pilot Teacher Reflection Notebook (Math)

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

This activity was postponed to Year 3 due to the delayed approval of the revised primary education subject standards and piloting of the subject standards.

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 was postponed to Year 3 due to the delayed approval of the revised primary education subject standards and piloting of the subject standards.

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

This activity was postponed to Year 3 due to the delayed approval of the revised primary education subject standards and piloting of the subject standards.

Activity 1.1.3. Develop capacity of community-based trainers at CBMU for training and coaching

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

In Year 2, USAID LTA continued training CBMU-level trainers from Tajik- and Russian-medium CBMUs to improve their ICT skills so they can support teachers from their local schools receiving in-service teacher training on digital platforms. From November 7-9, 2021, the Activity conducted a special three-day face-to-face training for 41 participants from Russian Language CBMUs and 108 remote CBMU level trainers who were unable to travel to the district centers during regular Saturday trainings.

In October 2021, USAID LTA began designing an ICT training monitoring and evaluation plan. Eight experts from national and regional ICT centers supported the Activity in developing the plan and monitoring instruments. From October to December 2021, the monitoring team conducted 20 monitoring visits in Dushanbe and the Districts of Republican Subordination (DRS), 21 visits in the Sughd Region, 15 visits in Kulob/Khatlon, and 14 visits in Gorno-Badakhshan Autonomous Oblast (GBAO). During these visits the monitoring, evaluation, and learning (MEL) team observed sessions using session observation tools, defined successes and challenges, and conducted feedback sessions with the trainers.

In December 2021, the MEL group designed “Sanjishgar”, a participant evaluation tool (in Microsoft Excel) that can assess and evaluate participants’ knowledge and skills in ICT. The assessment questions were based on the training program and materials and the tool automatically generates assessment questions that are unique to each participant, for security and integrity reasons.

The ICT trainings were attended by 1,262 participants: 1,102 participants attended during the Saturday training sessions and 160 participants attended special trainings for remote trainers and schools with Russian language of instruction. The number of ICT participants by regions is presented below.

Figure 19. Number of ICT participants by region

Regions	Trainings for remote and Russian LOI schools	Saturday ICT trainings	Total
Bokhtar	49	269	318
DRS	12	250	262
Dushanbe	11	92	103
GBAO	23	124	147
Kulob	23	185	208
Sughd	42	182	224
Total	160	1102	1262

In January 2022, USAID LTA completed an ICT training for 1,262 CBMU-level Trainers. USAID LTA in collaboration with the MoES 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.

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



Activity 1.1.3b. Conduct ToT for master trainers (Teacher training contents)

During Year 2, USAID LTA planned and delivered a series of capacity building workshops for 144 district master trainers and 36 training monitors both for Tajik and Russian schools.

Between November 1-5, 2021, USAID LTA organized the first round of a five-day training for 144 district master trainers and 36 training monitors/evaluators who are representatives of RITTI, its regional branches, and Regional Education Departments (REDs). The main objective of this activity was to introduce and practice SINIDI as a new instructional model for teacher training and professional development. USAID LTA partner TogetherEd supported the design of training materials, including the trainer's guides, participants' materials, and presentations for each session. Each training session ensured that the district training facilitators and training monitors would effectively absorb new knowledge, observe exemplars of new skills, and have time to analyze and practice the skills within the parameters of each session. USAID LTA's technical team and Regional Education Leads facilitated sessions and provided coaching support. TogetherEd experts observed every session facilitated by USAID LTA specialists and provided timely and constructive feedback. TogetherEd also facilitated daily reflection sessions with the USAID LTA team to discuss successes and challenges and then agree upon improvements for future sessions.

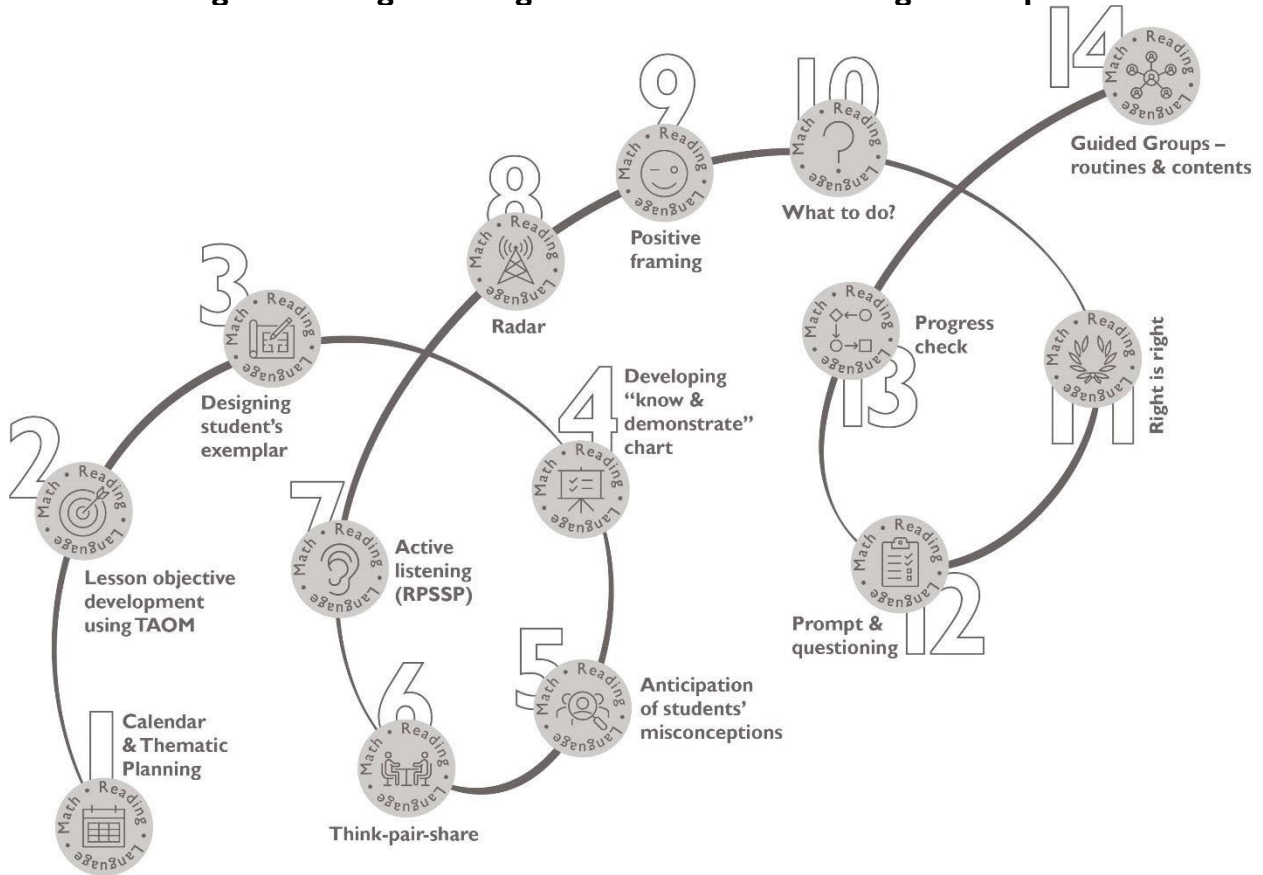
From January 6 to 8, 2022, USAID LTA conducted a three-day workshop for 144 district master trainers and training monitors in Shohambari, Hissor District. During this workshop USAID LTA introduced modern teaching techniques that help to create favorable learning environment and apply formative pedagogy.

Workshop for 144 district master trainers in Shohambari, Hissor District



During Year 2, USAID LTA guided the RITTI teacher training materials development WG to evaluate and select high-leverage and innovative teaching techniques to improve the learning environment and formative assessment strategies. RITTI developed an outline of the teacher training program using the blended learning model delivered through the CBMU approach. The training outline consists of 14 innovative teaching techniques. The WG selected these key methods out of 28 proposed by USAID LTA partner TogetherEd.

Figure 20. High-leverage and innovative teaching techniques



The USAID LTA and RITTI blended learning teacher training program will be delivered in Year 3 through 196 training hours (84 hours face-to-face grouped in 14 workshops consisting of 6

training hours per workshop and 112 hours of self-regulated learning, grouped in 14 sets of learning assignment each consisting of 8 training hours). Teachers will learn through “rotating” from one learning station to another. The “station rotation” approach in the blended learning program consists of the five learning stations: (1) Face-to-face workshops facilitated by the CBMU-level trainer; (2) Digital Platform (or workbook, if unavailable); (3) Classroom – practical applications; (4) Peer support – observation and feedback and (5) creating a professional development portfolio. Every teacher from target schools will rotate each learning station 14 times over 28 weeks. During these rotation cycles teachers will learn one key method, practice applying said method; learn additional information from digital platform (or workbook); apply methods in the real classroom; observe peers’ classes and share feedback; and update lesson plans and organize portfolio rubrics. Each learning station is described in detail below.

Figure 21. Learning Activities per Station

Stations	Sessions/Activities	Description
Face-to-face workshops	Reflection Session	<p>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.</p>
	Session on a key method through reading examples	<p>During this session one innovative method, technique, or strategy will be delivered using the SINIDI model.</p> <p>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).</p> <p>Name it. Teachers name (reflect on) key steps of what was demonstrated (show video, trainer demonstration or learning case) method/technique.</p> <p>Do it. Teachers plan the new techniques/method and practice it.</p> <p>Reflection. The trainer guides teachers to reflect on the session contents, what they have learned and practiced, and make conclusions.</p>
	Applying key method in Tajik/Russian Language classes Applying key method in Math classes	<p>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</p>

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.

School-based mentoring/coaching

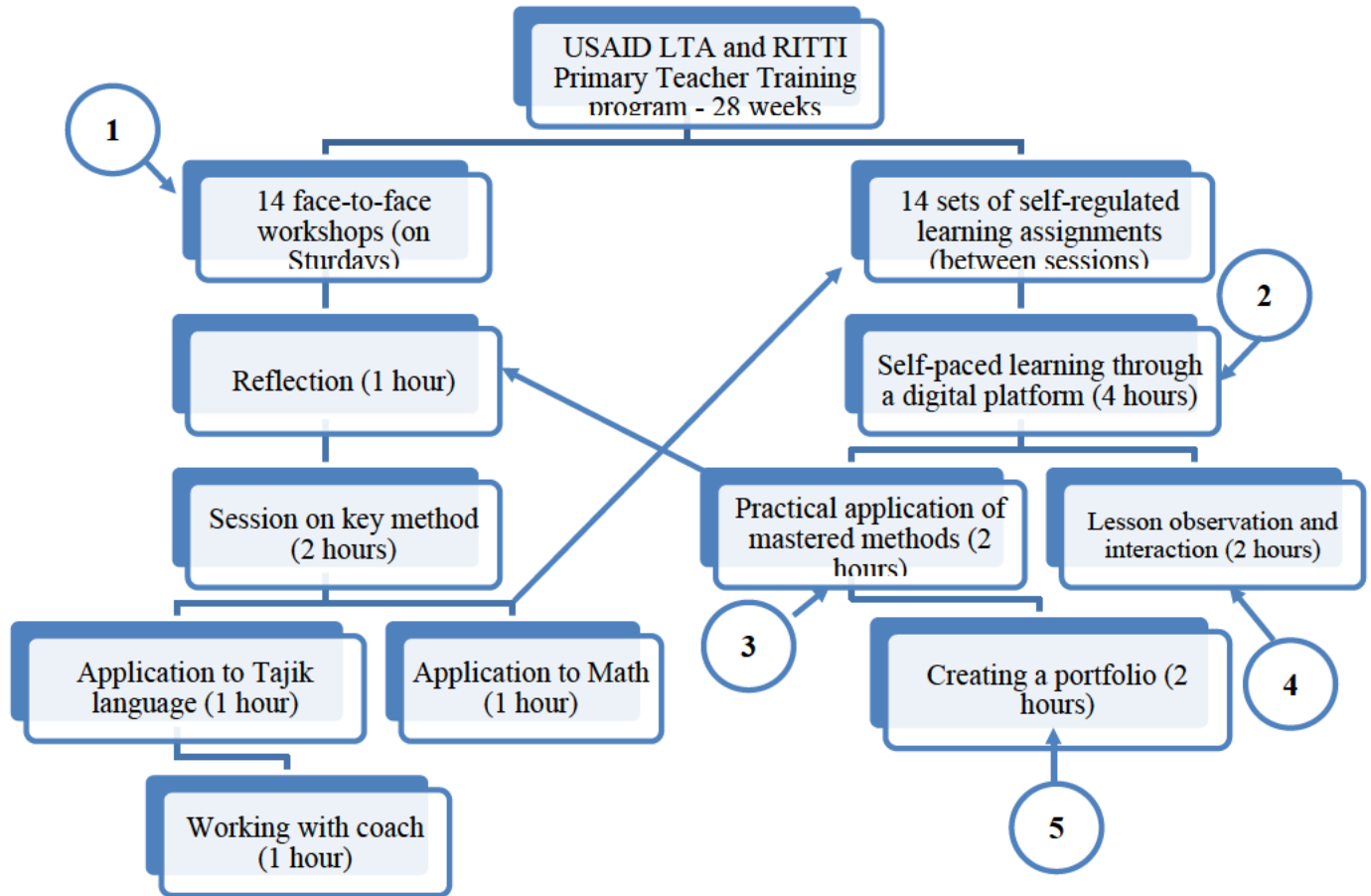
During this session the CBMU level trainers will work with the heads of methodological units (HMU)s to supervise and support teachers during the school-based self-regulated learning.

	Self-regulated learning through digital platform	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	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 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	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

		<p>observation results and their feedback to the CBMU-level sessions to share with the coach and other teachers.</p> <p>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 will conduct a feedback session with the observed teachers (including HMU) based on the observation results.</p>
	<p>Creating portfolio</p>	<p>At the end of the 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.</p>

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 the basis for positive attitudes leading to teaching and learning behavior change at the classroom level.

Figure 22. Training outline



The MoES and RITTI agreed with USAID LTA’s plan for piloting in 400 schools (26 Russian LOI Schools and 374 Tajik LOE schools) across Tajikistan. See more details on pilot schools by regions below:

Figure 23. Pilot Schools by Regions

Region	Russian Language of Instruction			Tajik Language of Instruction			Total		
	Schools	Teachers	Students	Schools	Teachers	Students	Schools	Teachers	Students
Bokhtar	4	15	1006	81	1520	41123	85	1535	42129
DRS	7	57	2195	70	938	26676	77	995	28871
Dushanbe	7	92	5922	20	389	12827	27	481	18749
GBAO				40	283	3811	40	283	3811
Kulob				53	829	21469	53	829	21469
Sughd	8	50	2559	110	2058	47678	118	2108	50237
Total	26	214	11682	374	6017	153584	400	6231	165266

The teacher training pilot, planned for Year 3, will generate data that supports the research with the main goal of to determine the effectiveness of teacher trainings, modern teaching techniques, methods, approaches, their relevance, and practical applicability in the educational process. The key research questions are:

- What are the key challenges of CBMU-level trainers in delivery of five routine sessions and what additional training and materials do they need to improve facilitation skills?
- What are the teachers and HMUs perceptions on the training approach? What adjustments to the process, procedures, materials, and guidance/instructions are needed to ensure improved teacher motivations in professional development?
- Does the proposed mentoring and coaching system work effectively and provide teachers with ongoing and immediate support when needed? What changes need to be made, what materials and guidance and trainings need to be in place to improve mentoring and coaching both at CBMU and school level?
- Does the proposed monitoring and evaluation system work effectively and gather needed data for deriving quality conclusions and make constructive and on time interventions?

The USAID LTA and RITTI teacher training pilot exercise will help to:

- Determine the success of pilot teacher training.
- Determine if the innovative teaching techniques, methods, approaches are well formulated and presented.
- Identify what obstacles do teachers have in their application and what makes them easy and successful to use.
- Determine if the modern teaching techniques, methods, approaches are applicable in the educational process.
- Determine to what extent do pilot teachers use formative assessment in the classroom and identify the needs of teachers for support and further trainings.

Ultimately the teacher training pilot will provide recommendations on improving the cascade training through CBMUs approach, organizing self-regulated learning, mentoring, and coaching systems, and the monitoring and evaluation system associated with the proposed approach and training model over the 28-week training cycle described above.

In Year 2, USAID LTA and RITTI developed the following instruments to collect teacher training pilot data that will help to make conclusions on above mentioned areas of study:

- *Classroom observation focused checklists.* USAID LTA and RITTI WG designed three samples of classroom observation checklists by grouping indicators of knowledge, skills and behaviors teachers master on the specific training period – beginning, middle and end of the training. The classroom observation will help USAID LTA and RITTI to collect and analyses data on teacher’s behavioral change in the classroom and use of innovative methods learned through CBMU training approach delivered through blended learning model. The National Trainers and Training Monitors and evaluators will observe lessons of the selected pilot teachers three time during the teacher training pilot: baseline, midline, and endline. USAID LTA and RITTI will process and analyze data after each stage of the pilot data collection and inform teacher training materials revision.

- *Teacher interview.* The teacher interview is designed to collect data on teacher’s attitudes toward innovative teacher training and mentoring approaches and contents. The data from the teacher interviews will help to adjust the training and mentoring approaches and materials to the national and community level contexts. Also, the data from this instrument will help to determine major challenges and develop risk management plan for the national rollout planned from August 2023 till June 2024. National Trainers and Training Monitors and Evaluators will conduct interview after the classroom observation with the same teacher.
- *Document review form.* During the training teachers will complete about 14 written assignments on applying innovative teaching approaches in Reading, Tajik Language and Math subjects. They will reflect these assignments in Teacher’s Workbook and Teacher’s Professional Development Portfolio. USAID LTA and RITTI WG designed checklists for these 14 (x3 subjects) written assignments that will help to collect data on teachers’ lesson planning, student exemplar development, checking know and demonstrate charts and review lesson plans to evaluate the integration of innovative teaching, learning and assessment methods and approaches. National Trainers and Training Monitors and Evaluators will review these documents three times during the pilot.
- *Training pre-and post-test.* Before the start of the training and after its completion, a survey of teachers will be conducted to determine the increase in knowledge and understanding of the new teaching techniques, concept of formative pedagogy, UDL and SEL.
- *Focus group discussions (FGD)s.* FDG will take place during school holidays in January, March, and June 2023, when schoolteachers will have time to get together and participate in FGDs. This tool provides the ability to collect qualitative data in addition to the structured data that should be collected through questionnaires for teacher interviews and lesson observations. FGD will be conducted to identify the main teaching techniques and assessment strategies that teachers use, SEL/UDL strategies and assess the needs for training and support.
- *Success case method.* For a better analysis of the pilot’s effectiveness, the success case method will be used. Using this method will reveal the factors that contribute to the success of the implementation of new teacher methods and techniques. In each of the pilot schools, the mentor will select one of the most successful examples, which will then be analyzed and summarized with the help of the mentors. Success will be measured by observations of lessons on two criteria: a) Degree of progress from the first to the last observations; and b) Mastery of new teaching techniques, formative pedagogy, UDL and SEL strategies. That is, the teacher with the higher results based on the observations of the lessons will be determined by mentors in schools in their area control.

RITTI WG developed a training package consisting of (1) Teacher’s Toolkit; (2) Teacher’s Workbook and (3) Trainer’s Guide to be used to train National and regional Trainers, District Level Master Trainers, CBMU level trainers and teachers. On July 28, 2022, the Scientific Council of RITTI reviewed and approved the teacher training package.

Figure 24. RITTI Training Package

#	Title	Description
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1	Teacher's Toolkit	The toolkit consists of methodological one-pagers for every teaching technique, samples of teacher's work, lesson plan scripts.
2	Teacher's Workbook	The Workbook consists of tasks for face-to-face workshops, handouts, and series of weekly assignments for teachers, classroom observation and lesson plan evaluation checklists.
3	Trainer's Guide	The Trainer's Guide provides session scripts and tips for trainers for all 14 Saturday face-to-face workshops.

During August 10-12, 2022, USAID LTA organized a three-day workshop for RITTI WG to prepare for facilitating ToT for national trainers. During this workshop USAID LTA technical staff and TogetherEd trained RITTI WG to facilitate key elements of 5 types of the routine sessions: (1) reflection sessions, (2) session on a key method through reading examples, (3) applying key method in Tajik/Russian Language classes; (4) applying key method in math classes, and (5) school-based mentoring/coaching. During August 16-20, 2022 USAID LTA and RITTI WG conducted 5-day ToT for 35 National Trainers representing RITTI and its regional branches in all regions of Tajikistan.

Figure 25. Number of National Trainers by Regions

Region	# of National Trainers
Bokhtar/Khatlon	9
Kulob/Khatlon	4
GBAO	4
Soghd	8
Total	35

On August 23-27, 2022 USAID LTA and RITTI and its regional branches conducted 5-day ToT for 104 District Master Trainers and 35 Regional Training Monitors and Mentors at regional levels. The ToT was facilitated by National Trainers.

Figure 26. USAID LTA and RITTI's Five-day ToT

Region	Trainers	Mentors and evaluators	Total
Bokhtar	22	8	30
Dushanbe/DRS	12	8	20
GBAO	23	4	27
Kulob	21	5	26
Sughd	26	10	36
Total	104	35	139

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

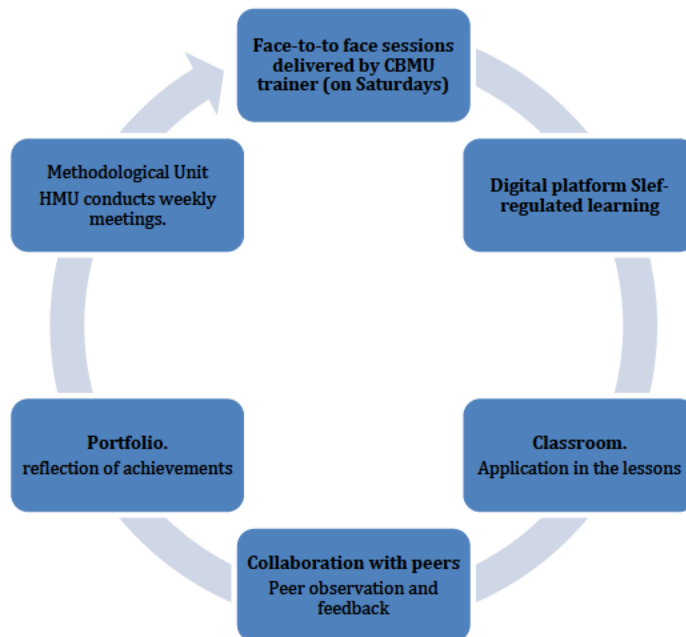
Due to delays associated with the MOU and review of the standards, the CBMU training will begin in Year 3.

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 concepts presented by donor funded projects led to misunderstanding among key stakeholders in Tajikistan. USAID RWM piloted and implemented blended learning in teacher professional training and created a strong foundation for the institutionalization of this model. Thus, USAID LTA supported 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 adjusted regulations. As a 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 submitted the regulation to the MoES for final approval and integration into the teacher in-service training system as an official model. RITTI expects to receive approval in December 2022.

USAID LTA and RITTI WG found the station rotation approach of the blended learning model more effective in the Tajikistan context. The core concept of this approach is that teachers rotate from one station to another and learn, plan, teach and reflect on new methods and skills. Below diagram shows one cycle of the training (rotation). During the pilot training teachers will “rotate” the 14 cycles and in every cycle, they learn and apply a single method or skill.

Figure 27. One Cycle of a Training Rotation



Teachers, mentors and CBMU level trainers reflect and evaluate the results of each cycle. The teacher's progress is captured in teacher's portfolio and digital platform for monitoring, evaluation, and certifications. USAID LTA and RITTI will develop a blended learning management plan with shared administration of digital component of the model, monitoring and evaluation field visit, designing appropriate assessment and certification methodology.

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

Due to change in the approaches – piloting teacher training, the national level teacher training rollout moved to Year 3, Quarter 4. The pilot teacher training will be initiated in the first quarter of 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

In the beginning of Year 2, USAID LTA staff prepared a situational analysis on students' practicum of secondary and higher pedagogical institutions and the concept of developing teaching and methodological materials for the methodology of the Tajik language, methodology of teaching mathematics, pedagogy and psychology in the specialty "Primary education" of higher pedagogical institutions.

From November 3-5, 2021, USAID LTA hosted a three-day workshop for Heads of Faculty and specialists of the Tajik language, mathematics, pedagogy, and psychology teaching methodology departments. There were 23 participants, one from MoES, one from the Republican Teaching and Methodological Center (RTMC) and the remaining 21 from higher pedagogical institutions. The objectives of the workshop were as follows:

- Review of syllabi with engagement of specialists and heads of the Tajik Language, mathematics, pedagogy and psychology teaching methodology departments
- Develop teaching and methodological materials for four subjects (methodology of Tajik Language, methodology of teaching mathematics, pedagogy, and psychology) that are more specific to teaching primary classes
- Review academic credits in the curriculum and identify options for the integration of the four subjects in higher pedagogical institutions and colleges
- Adapt the syllabi and teaching and methodological materials to the updated primary education standards and curricula
- Incorporate LTA's in-service training materials into the syllabi of the four subjects where relevant

Key topics discussed at the workshop:

- Study and proper use of the curriculum for the "Primary Education" specialty

- Analysis of syllabi of methodology of the Tajik Language, methodology of teaching mathematics, pedagogy and psychology subjects to identify gaps and areas of improvement
- Mainstream modern pedagogical content in the syllabi
- Compare and align secondary and higher pedagogical institutions subject syllabi
- Options for introducing innovations in the higher educational

During the workshop, participants were divided into four groups and worked out the ratio of academic subject credits and syllabi based on an example from one semester and presented the results to the other groups. The exercise revealed significant challenges in the use of the curriculum and the development of syllabi based on it. Participants noted significant differences in pre-service training curricula across higher pedagogical institutions. These differences can cause barriers to the transfer of students from one institution to another. Therefore, the alignment of curricula and subject credits will create an enabling learning environment nationally. At the same time, it became clear that departments have some acceptable syllabi and scientific-methodological capacity to improve the quality of education, and this can be shared more widely.

To bridge the gaps and improve the content of educational syllabi and teaching and methodological materials, the participants presented the following recommendations:

- Involvement of department specialists in the development of the curricula of methodology of the Tajik language, methodology of teaching mathematics, pedagogy, and psychology subjects
- Ensuring alignment of the curriculum content while considering the number of credits for the four subjects in all pedagogical colleges and universities
- Ensuring alignment in the development and review of the academic syllabi content in all pedagogical institutions
- Organizing and conducting targeted trainings to build the capacity of teachers and specialists of the pedagogical colleges and universities
- Incorporating core project conceptual approaches and modern teaching materials into the content of teaching manuals for faculty
- Developing teaching and methodological materials and incorporating modern international best practices and new primary education subject standards (developed under I.I.I)
- Involving all department specialists in the development of the academic syllabi for the four subjects
- Assisting in the development and publication of supplementary materials for teaching the subjects
- Proposing a revised syllabi for all secondary and higher pedagogical institutions based on existing opportunities with the introduction of international best practices and modern teaching technologies

The First Deputy Minister of Education and Science of the Republic of Tajikistan visited the training venue on November 5, 2021 and expressed MoES support and interest in improving the curriculum for HEIs. Following the workshop, USAID LTA initiated a meeting on November 23, 2021 with the Director of RTMC under MoES. The meeting resulted agreeing on the development of teaching and methodological materials for four subjects and a student practicum package. The RTMC leadership expressed its commitment to assist with the modernization of the educational syllabi and students' practicum packages of HEIs.

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, UDL, and the integration of new revisions in the primary education subject standards into the teacher pre-service development programs.

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 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.

In March 2022 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 and WGs members.

In April 2022, USAID LTA supported HEI curriculum revision working group to present the first drafts of the following materials:

- 1) Syllabus for methodology of teaching Tajik language for primary education faculties of pedagogical universities
- 2) Syllabus for methodology of teaching math for primary education faculties of pedagogical universities
- 3) Syllabus for pedagogy for primary education faculties of pedagogical universities
- 4) Syllabus for psychology for primary education faculties of pedagogical universities

After completion of drafts of these syllabi, USAID LTA supported the WG to initiate the development of methodological materials for faculty staff and learning materials for students that will support implementation of these revised syllabi.

On May 6, 2022, USAID LTA HEI Coordinator and HEI Specialist met with the MoES High and Post-Graduate Education Specialist to present the results of the HEI curriculum revision WG and plans for future activities. On May 10, 2022, USAID LTA HEI Coordinator and HEI Specialist met

with the newly assigned Director of RTMC. The USAID LTA team presented the process for the revision, development, piloting, and approval of the revised syllabi, teaching and learning materials, and sets of students' practicum materials and highlighted areas for collaboration. The Director stated that RTMC is ready to support USAID LTA in this process.

In Year 2, USAID LTA and HEI materials development WG finalized the pilot drafts of teaching and learning materials for 5 subjects of the primary education faculties of the pedagogical HEIs and pedagogical colleges:

- 1) Teaching Syllabus for Pedagogy Subject
- 2) Teaching Syllabus for Psychology Subject
- 3) Teaching Syllabus for methodology of teaching Tajik language in primary grades
- 4) Teaching Syllabus for methodology of teaching Math in primary grades
- 5) Teaching and Learning Guide (TLG) on Pedagogy for Teachers and Students, Part 1-3.
- 6) TLG on Psychology for Teachers and Students, Part 1-3.
- 7) TLG on Methodology of Teaching Tajik Language for Teachers and Students, Part 1-3.
- 8) TLG on Methodology of Teaching Math for Teachers and Students, Part 1-3.
- 9) Students' practicum teaching plan for Primary Education Department
- 10) Guide for methodologist of Primary Education Students Practicum Departments
- 11) Guide for Psychology methodologist of Primary Education Students Practicum Departments
- 12) Guide for Pedagogy methodologist of Primary Education Students Practicum Departments
- 13) Guide for school-based methodologist on Primary Education Students Practicum
- 14) Student's Diary
- 15) Teaching and Learning Guide for students' practicum in Primary Education Faculties

From August 29 till September 2, 2022, USAID LTA partner TogetherEd reviewed the above-mentioned materials and shared feedback on improving the quality of materials. USAID LTA worked with the HEIs materials development WG leads to adjust comments and feedback.

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

This activity moved to Year 3.

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

To provide Tajik children with the opportunity to read well-known children's books USAID LTA, the MoES, and the Writers' Union jointly selected 20 popular children's books for translation and publication (see below). Twelve of the 20 selected titles needed translation from Russian into Tajik and 8 needed language editing and proofreading, as the manuscripts were already translated. During Year 2 the Writer's Union translated 12 titles and edited 8 previously translated titles. By

September 2022, 17 titles out of 20 were finalized – translated, edited, illustrated, and designed. USAID LTA will finalize the three remaining titles in Year 2, Quarter 1.

Figure 28. List of translated books by grades and number of pages.



No.	Book title	Author	Grade Level	Number of pages
1	Flower - seven-flower	Kataev Valentin	1	6
2	Short stories	Tolstoy Lev Nikolaevich	1	7
3	Dr. Aibolit	Korney Chukovsky	1	6
4	The Snow Queen	Hans Christian Anderson	4	23
5	Crocodile Gena and his friends	Uspensky Eduard	4	37
6	Georgian Stories	Iinjaradze Valery	3	7
7	The Wizard of Oz	Lyman Frank Baum	4	77
8	Little princess	Francis Burnett	4	182
9	Blueberries for Sali	Robert McLossky	2	13
10	Domino	Thompson Ernest	3	35
11	Alenushka's tales	Dmitry Mamin - Sibiryak	2	53
12	Golden Antelope	Indian fairy tale	3	19
13	Puss in Boots	Charles Perrault	1	16
14	The Bremen Town Musicians	Grimm brothers	2	16
15	Fairy tales	Wilhelm Gauf	3	210
16	Mowgli	Rudyard Kipling	4	224
17	The Scarlet Flower	Aksakov Sergey	2	21
18	Wild swan	Hans Cristian Anderson	1	15
19	Little Longnose	Vilgelm. Gauf	2	24
20	Winnie the Pooh	Milne Alan.	3	61

As agreed with USAID, USAID LTA intends to print up to twelve of the shortest titles, with the remaining provided as an electronic resource.

Activity 1.2.1b. Print and disseminate 10 titles of children's books in braille

In June 2022, USAID LTA selected 10 books developed under USAID RWM for printing in braille. On June 23, USAID LTA Literacy Materials Specialist met with the Director of Boarding Schools for Blind Children based on a request from the MoES Coordinator to review and concur on the list of proposed books. The MoES approved printing proposed 10 titles of book in braille. This list includes books that target student learning around the environment and climate.

Figure 29. Books for Printing in Braille

Number	Title	# of pages	Estimates	Author
1	Where is the Clue?	16	80	Safiyai Abdunazar
2	Mushroom Gathering	16	80	Firuza Khojanazarova
3	The Mask	16	80	Nargisi Murodali
4	Findings from "Shahname"		80	Zafari Mirzoyon
5	Do All Lions Have Mane? Correct or Incorrect?	16	80	Faridun Umarbek
6	Likes	40	80	Ahmadshoh Komilzoda
7	Great Inventions	40	80	Gulsara Avazova
8	Ancient Holidays	40	80	Ravshan Rahmoni
9	Plastic is Everywhere	24	80	Nitasha Aslam Khan
10	Keep the Environment Clean!	32	80	Anisa Abubulloeva

In June 2022, USAID LTA selected eight books developed under RWM for printing in large font and shared the list with the MoES Coordinator for approval. The list was approved by the MoES coordinator.

Figure 30. Books for Printing in Large Font

Number	Title	# of pages	Estimates	Author
1	The First Bell	8	3,250	Safiya Abdunazarova
2	Story – Quiz	16	3,250	Sharifi Mahmadyor
3	Reading is a Great Skill	24	3,250	Jura Hoshimi
4	The Wall Nut	20	3,250	Iskandari Ismoil
5	Voyage to Australia	16	3,250	Zulaikho Tosheva
6	Safety Alphabet	28	3,250	Murtazo Burhonov and Shemahmadi Yormahmad
7	Celebration	48	3,250	Azizi Aziz
8	The King of Fruits	32	3,250	Ato Mirkhoja

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

At the beginning of Year 2, USAID LTA worked with the Writers' Union of Tajikistan to develop four decoding books and eight leveled books in Tajik and four decoding books and four leveled books in Russian. USAID LTA held a meeting with the authors and the Activity's Intervention Specialist conducted an information session on UDL and Social Emotional Learning (SEL). USAID LTA's literacy specialist also shared his experience from USAID RWM on criteria for writing books. The authors of Tajik and Russian-language books participated in this activity.

On February 2, 2022, USAID LTA held an introductory meeting with writers to ensure any decodable books developed are inclusive and reflect social, emotional, gender equality themes. The writers were supportive of this approach and provided several examples. In response, USAID LTA and the writers decided to write stories including girls as the main protagonists and characters with disabilities as competent individuals who should enjoy the same rights for education, opportunities and to be productive member in the society.

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 manuscripts.

From June 2-4, 2022, USAID LTA and the Writers' Union of the Republic of Tajikistan conducted a three-day development workshop for children's book authors to improve the manuscripts for decodable and leveled books in Tajik and Russian languages. The USAID LTA technical team delivered several sessions and supported the authors to review the manuscripts and incorporate gender, SEL, inclusive education, and other characteristics of children's book development. The authors revised 8 manuscripts of leveled books and 4 manuscripts of decodables in Tajik and 5 manuscripts of leveled books and 3 manuscripts of decodable books in Russian. By September 2022, USAID LTA edited the manuscripts and will continue illustration and design during the 1st Quarter of Year 3. USAID LTA aims to print and distribute newly developed decodable and leveled books to all target schools by August 2023.

Figure 31. Tajik Language Revised and Improved Manuscripts

Number	Manuscript Title	Author	Grade	Level	Type
1	Saving Fish and Swallow	Murodali Sobir	3	1	Leveled
2	A bad dream	Sharifi Mahmadyor	3	3	Leveled
3	If it would ...	Sharifi Mahmadyor	2	2	Leveled
4	Be like your-self!	Muhriddin Saburi	2	1	Leveled

5	The Magic Stick	Ato Mirkhoja	4	1	Leveled
6	I know my feelings	Ato Mirkhoja	4	2	Leveled
7	Famous Women	Ato Mirkhoja	4	3	Leveled
8	If you are open... Style	Jura Hoshim	1	3	Decodable
9	We create words and Antonyms	Ato Mirkhoja	1	1	Decodable
10	An Elephant and a mouse	Ato Mirkhoja	1	2	Decodable
11	Decodable – 1 and Decodable – 2	Azizi Aziz	1	1	Decodable
12	Great Conflict Solving	Azim Bayzoev	2	2	Leveled

Figure 32. Russian Language Revised and Improved Manuscripts

Number	Manuscript title	Author	Grade	Type
1	Dreams come true	Gulsara Avazova	4	Leveled
2	Our Home and Questions and Answers	Gulsara Avazova	3	Leveled
3	Very Simple	Gulsara Avazova	2	Leveled
4	Mushkin's Happiness and Woodpecker	Gulsara Avazova	1	Decodable
5	Amazing Journey	Gulsara Avazova	4	Leveled
6	Sportsmen	Gulsara Avazova	2	Leveled
7	Once upon a time	Jura Hoshimi	1	Decodable
8	Madina is a tightrope walker	Jura Hoshimi	1	Leveled

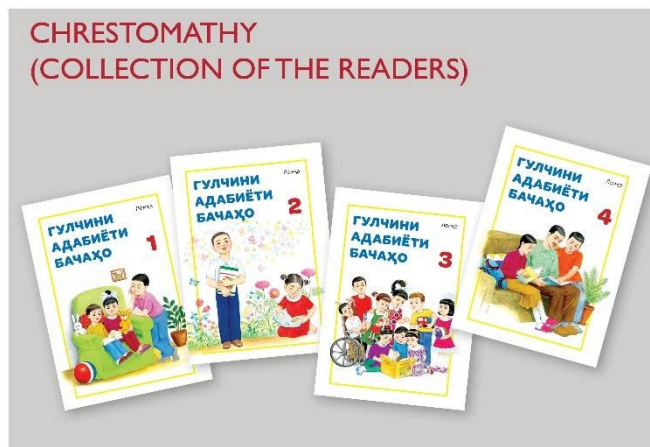
Activity 1.2.2. Develop supplementary reading and language materials to support effective implementation of the revised subject standards and syllabus

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

In November 2021, USAID LTA supported the WG to collect and compile age appropriate and leveled texts. USAID LTA presented and agreed on a conceptual framework and criteria for creating pilot chrestomathy and language practice books for each grade. In December 2021, USAID LTA grouped the collected texts by grades (including levels in each grade) and genres. The compiled set of texts were shared with the MoES to obtain their feedback and buy-in on the scope and sequence of texts, re-evaluate and finalize the texts. The chrestomathy books consist of 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.

After approval of the Primary Education Tajik Reading and Language Subject Standards and Syllabus, USAID LTA accelerated activities to design chrestomathy and language practice items for students. The revised Reading and Tajik Language Subject 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. The MoES WG decided and proposed a title for chrestomathy books and named them as “Collection of Best Children’s Stories”.



From June 9-10, 2022, USAID LTA conducted a workshop for 11 members of the supplementary materials development and curriculum review WGs to finalize the list of selected texts, create and concur on a sign system, instructional questions and tasks, and methodological guides for primary teachers on how to use the “Collection of Best Children’s Stories” in reading and other subjects in primary grades. On June 30, 2022, USAID LTA completed the illustration and design of the “Collection of Best Children’s Stories” for grades 1-4. USAID LTA. In July 2022 USAID LTA printed three copies of the “Collection of Best Children’s Stories” and on August 9, 2022 submitted the final version to MoES for review and approval. On September 19, 2022 the MoES shared the AoE and EDI feedback on 4 titles of “Collection of Best Children’s Stories”.

The characteristics of the “Collection of Best Children’s Stories” for grades 1-4 are described below:

- Alignment with reading subject standards and syllabus
- Leveled and age-appropriate texts including decodables for grade 1
- Modern Tajik children’s literature, USAID RWM books, reading books developed under the AKF-funded family reading project, and reading books developed by The United Nations Children's Fund (UNICEF)
- Incorporation of gender equity, social inclusion, and SEL requirements
- Differentiated learning models required by the subject standards and syllabus
- Audio and video in some texts (Time to Read with sign language) and cartoons that include UDL

Language practice book

During Year 2, USAID LTA supported the language practice book development WG to complete a second draft for grades 1-4. In June, the WG proposed a title for the language practice book “We Read and Write Correctly!” To finalize the book, USAID LTA conducted a two-day

workshop that provided developers with constructive guidance and feedback to improve the quality of the drafted materials. The WG is adjusting the language practice book based on the feedback communicated by USAID LTA Literacy Specialist, Intervention Specialist and Technical Lead. In September 2022, USAID LTA started illustration and design of the language practice book.

The importance and role of the language practice book is described below:

- Alignment with Tajik language subject standards and syllabus
- Tasks and instructions are leveled and presented to meet the range of students' cognitive skills aimed at supporting differentiated instructions
- Incorporation of gender equity, social inclusion, and SEL requirements
- Opportunity for teachers and students to select tasks and learning activities at different levels of development

Literacy Supplementary Materials for Russian Schools

During April-May 2022, USAID LTA supported the WG for developing supplementary learning materials for Russian language and reading for Russian schools to complete the development of teaching and learning set of supplementary materials on developing and evaluating students' metacognitive skills. The set of supplementary materials was developed to support teachers to plan the development of students' metacognitive competencies and be ready to (1) implement the requirements of Russian language and reading subject standards and syllabus and (2) apply modern approaches in developing and evaluating metacognitive competencies.

The set of supplementary teaching and learning materials consists of 52 learning cards for students with two types of test tasks. Each card consists of two tasks of different complexity levels. The set covers 10 metacognitive key competencies (communicative, regulative, and cognitive). The set also includes a teacher's guide that explains how to use the cards to conduct evaluations, process results, and derive conclusions during four terms and at the end of a school year.

In May 2022, USAID LTA completed the illustration of all 52 students' learning cards. In June 2022, USAID LTA hired a language editor to edit the training materials on literacy for Russian primary teachers and supplementary learning materials.

Literacy Supplementary Materials for Tajik Schools

During Year 2, USAID LTA continued the development of the literacy supplementary learning cards for grades 1-4 to support the implementation of the revised Tajik language and reading subject standards and syllabus. In mid-June 2022 after the approval of the Tajik language standards and syllabus, USAID LTA resumed the finalization of the supplementary learning cards, including editing, illustration, and design. The literacy supplementary learning cards were developed, aimed

at developing primary grade students' vocabulary, reading fluency and comprehension, grammar, spelling and phonemic awareness skills.

Figure 33. Literacy Learning Cards



Grade	Total number of cards	Reading	Spelling and phonemic awareness	Vocabulary	Grammar	Decodables
1	35	5	10	5	-	15
2	35	5	10	5	5	10
3	35	10	10	5	10	-
4	35	10	5	10	10	-
Total	140	30	35	25	25	25

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

Based on the reviews of the MoES affiliated agencies, USAID LTA will make final revisions (editing, design, illustrations, etc.) to each volume and submit them to USAID and MoES for formal approval. Once the approval is granted, USAID LTA plans to initiate the printing and distribution of the books by November 2022.

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

The purpose of this learning assessment is to collect reliable data on student's learning progress on expected learning outcomes to allow for changes/adjustments to the instructional process to improve learning outcomes. The results of the assessment will provide teachers with information regarding the effectiveness of teacher's instruction as well as to guide the specific teachers' professional development needs. The assessment is intended to support the link between learning, student performance, and teaching. There are 2 hours allocated in the subject syllabuses for the assessment at the end of each term of the academic year to be conducted in the classroom (in 2 days: 45 min+45min). To help with administration of learning assessments, LTA is developing assessment tools on 5 subjects (Tajik Language and Reading, Russian language and Reading and

Math) for all primary grades and 4 terms. Development of assessment tools' items is based on appropriate subject learning outcomes provided in the subject standards. These tools are planned to be piloted in 20 rural and urban schools (12 schools with Tajik and 8 schools with Russian Lol) with further refining the tools based on the pilot results. Tools consist of the Student's Test-books (1 booklet per term, per subject) and the Assessment Administration Guide.

Development of the learning assessment instruments is closely linked with the approval of the primary education subject standards and was paused until the end of June 2022. On June 29, 2022, the MoES approved the Tajik language and reading subject standards and syllabus. In July 2022, USAID LTA assessment specialist and local learning assessment advisor collected the learning assessment resources, such as READ 2 learning assessment concept and tools.

In August 2022, USAID LTA involved an international consultant to facilitate finalizing learning assessment concept, review and selection of learning outcomes for target subjects and grades, supported designing training materials for a three-day workshop. The team completed a workshop for Tajik-language developers, and a separate one in September for Russian-language developers. This assignment was crucial to ensuring that the learning assessment would consist of validated assessment items that a teacher can use to measure student's learning progress in accordance with learning outcomes.

USAID LTA will finalize the learning assessment tools for the first term and will pilot them in November 2022 in 20 schools selected from 80 curriculum pilot schools.

Activity 1.2.4. Conduct EGRA pilot and field testing of tools

Activity 1.2.4a. Define the school sample

Subcontractor EdIntersect established the sampling procedure to ensure sufficient power among each of the regions, both Tajik and Russian languages, and to capture urbanicity within each region. A finding from USAID RWM showed that schools whose language of instruction switched from Uzbek to Tajik in the past five years suggested that additional study would be necessary of these schools, therefore USAID LTA ensured that these schools would be included within the population. The MoES approved the list of schools on December 29, 2021, under MoES Order #3(21)-1124.

Activity 1.2.4b. Develop/adapt EGRA

This activity was completed by USAID LTA with support from EdIntersect and the Assessment Working Group (AWG) during the EGRA/EGMA/SEL instrument adaptation and development workshop. The AWG, consisting of 14 members, was formed by the order of MoES № 1062, dated August 03, 2021.

USAID LTA held an instrument development workshop to prepare EGRA/EGMA/SEL instruments in Dushanbe from October 20-30, 2021. A total of 27 participants from the MoES, the NTC, the Academy of Education, USAID LTA, and EdIntersect attended the workshop. The goal of the workshop was to develop and pre-test certain EGRA subtasks, and EGMA instruments

to prepare for the baseline in April 2022, as well as present to the AWG a new SEL assessment instrument.

The workshop consisted of three parts. Part 1 was a review of concepts of EGRA and EGMA that were adapted for the workshop as well as an introduction to SEL assessments. Part 2 involved developing two language versions of the assessment items and tools for each grade, based on guidance outlined in each of the standard toolkits. Part 3 focused on pre-testing the instruments in two local schools and updating them based on the information gathered during the pre-test.

Instrument development

For Tajik and Russian EGRA subtasks, the participants worked in language groups to develop three different texts for each of the subtasks. EdIntersect provided guidelines about length, text-type, discourse structure, and level of language. For each text that was developed, five suitable comprehension questions also had to be created, four of them asking information that is directly accessible from the text, and one question that required some level of inferential thinking. In addition, updated items were developed in non-words in both Russian and Tajik in both grades. At all times during the instrument development phase, an active feedback loop was in place, whereby immediate modifications and edits were made to the instruments based on input from all participants, with the intention of perfecting the tool as much as possible. The participants worked mainly on the Tajik versions of the subtasks that were then translated into Russian. During two half-days within the instrument workshop, IDP, as part of a World Bank initiative to develop a global toolkit for adaptive assessment, presented some ideas for the adaptation of two subtasks according to Universal Design for Assessment (UDA) principles to the math group: number discrimination and word problems.

For SEL, an introduction to concepts and assessment was provided to the AWG. Relevant domains from the Tajikistan curriculum were considered alongside domains included in the ISELA tool developed by Save the Children. The group discussed each domain and decided whether to keep it or remove it from the tool to be pre-tested. Some corrections were made to the language prior to the school visit. Following the school pre-test and two days of refinements, the following six domains were retained for use with Grade 2 and Grade 4 students:

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

Pre-testing tools

AWG participants served as enumerators for the pre-test in two local schools, one Tajik and one Russian. The purpose of the pre-test was to look at how students reacted to the tasks that are new to them and to evaluate at what level they understand the instructions and can perform the

tasks. Enumerators who carried out the assessment were doing so with minimal test administration training that took place prior to the pre-testing day. The purpose of this pre-test was not for the AWG participants to practice as enumerators, but rather to test the instrument and see how it worked when giving children an opportunity to try the tasks. This instrument testing at schools was done using paper versions of the new EGRA, EGMA, and SEL subtasks and instruments.

As it was the beginning of the school year, students were chosen at random by the head of school among students from Grade 3 to test instruments designed for the end of Grade 2, and students from Grade 5 to test instruments designed for the end of Grade 4. A total of three enumerators worked in the Russian school while six enumerators worked in the Tajik school.

Following the pre-test, participants discussed comprehensive observations of the process and feedback on areas where modifications may be needed.

Results

On the basis of the forms used for pre-testing in the school at the end of the tool’s development workshop and the amendments that came up during pre-testing, EdIntersect and USAID LTA’s Assessment Specialist compiled the pilot version of Tajik and Russian Grade 2 and Grade 4 EGRA, EGMA, and SEL tools. The instruments and related materials that were completed by the end of the workshop are illustrated below:

Figure 34. Completed EGRA, EGMA, and SEL Instruments and Materials

	Tajik		Russian	
	G2	G4	G2	G4
EGRA Version A	Non-Words (revised);	Non-Words (revised);	Non-Words (new);	Non-Words (new);
	ORF story + Comprehension questions (new);	ORF story + Comprehension questions (new);	ORF story + Comprehension questions (new);	ORF story + Comprehension questions (new);
	Silent Reading + Comprehension questions (new);	Silent Reading + Comprehension questions (new);	Silent Reading + Comprehension questions (new);	Silent Reading + Comprehension questions (new);
	Listening Comprehension story & questions (new)	Listening Comprehension story & questions (new)	Listening Comprehension story & questions (new)	Listening Comprehension story & questions (new)

EGRA Version B	same sub-tasks as Version A	same sub-tasks as Version A	same sub-tasks as Version A	same sub-tasks as Version A
EGRA Version C	same sub-tasks as Version A	same sub-tasks as Version A	same sub-tasks as Version A	same sub-tasks as Version A
EGMA Version A	1.Counting up 2.Skip counting up 3.Number identification 4.Place value 5.Sum to N 20 6.Number discrimination 7.Patterns 8.Additions, subtractions 9.Word problems	1. Counting up 2. Skip counting up 3. Number identification 4. Place value 5. Tell me the double 6. Number discrimination 7. Patterns 8. Additions, subtractions, multiplications, divisions 9. Word problems	1. Counting up 2. Skip counting up 3. Number identification 4. Place value 5. Sum to N 20 6. Number discrimination 7. Patterns 8. Additions, subtractions 9. Word problems	1. Counting up 2. Skip counting up 3. Number identification 4. Place value 5. Tell me the double 6. Number discrimination 7. Patterns 8. Additions, subtractions, multiplications, divisions 9. Word problems
EGMA Adapted version	1. Number discrimination 2. Word problems	1. Number discrimination 2. Word problems	1. Number discrimination 2. Word problems	1. Number discrimination 2. Word problems
SEL	Introduction - child assent 1. Relationship 2. Stress Management 3. Empathy 4. Perseverance 5. Solving conflict 6. Self-concept	Introduction - child assent 1. Relationship 2. Stress Management 3. Empathy 4. Perseverance 5. Solving conflict 6. Self-concept	Introduction - child assent 1. Relationship 2. Stress Management 3. Empathy 4. Perseverance 5. Solving conflict 6. Self-concept	Introduction - child assent 1. Relationship 2. Stress Management 3. Empathy 4. Perseverance 5. Solving conflict 6. Self-concept

Activity 1.2.4c. Pilot EGRA tools

The piloting took place in two stages. The January 2022 pilot equated the newly developed EGRA subtasks with the USAID RWM endline subtasks of the same type. It also tested 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 March pilot tested the operational feasibility of using all four assessment tools (EGRA, EGMA, SEL, and Snapshot of School Management Effectiveness (SSME)) in grades 2 and 4 and sought feedback on the re-developed EGMA and SSME tools.

January Pilot EGRA/EGMA/SEL Enumerators Training

The training for Tajik and Russian enumerators 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



Piloted tools

Following the results of the pilot, EdIntersect led changes to the EGRA tools. They eliminated one of the new versions for oral reading fluency 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: The pilot included newly developed EGRA subtasks 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, the pilot included refined non-word subtasks for both Tajik and Russian 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 1. 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.

Student sample and design

To complete the data collection in the 30 schools, USAID LTA conducted targeted testing as illustrated in the figure below.

For 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.

Figure 35. Total pilot sample size

Language	Grade	Gender	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

Pilot results

The results of the pilot are summarized in the figures below, demonstrating the most relevant passages.

Figure 36. 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

	<ul style="list-style-type: none"> ● Listening comprehension: passage C ● 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

Figure 37. 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

March Operational Pilot

Data collection took place on March 9 and 10, 2022 by 12 enumerators in two teams consisting of two EGRA, two EGMA, one SEL, and one SSME test administrator. Three members of the USAID LTA technical team tested the SSME tools, 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 figure below (next page):

Figure 38. 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 	

Activity 1.2.5. Conduct EGRA baseline data collection

Activity 1.2.5a. EGRA baseline enumerator trainings and Activity 2.2.4a. EGMA baseline enumerator trainings

The baseline training occurred as planned from March 25 to 28, 2022, by conducting a ToT for co-facilitators prior to training the 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.

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.

In the beginning of Quarter 3, USAID LTA and EdIntersect conducted the EGRA and EGMA enumerators' trainings described in the figure below.

Figure 39. EGRA and EGMA Enumerator Data

Date	Training groups	Number of enumerators	Location	Facilitators
April 2-9, 2022	EGRA Tajik	41	Dushanbe	EdIntersect consultant; USAID LTA MEL specialist (DRS); USAID LTA consultant
April 2-9, 2022	EGRA Russian	19	Dushanbe	USAID LTA Assessment Specialist
April 2-9, 2022	EGMA Tajik	34	Dushanbe	EdIntersect consultant; USAID LTA MEL Specialist (Kulob); USAID LTA Data Lead
April 2-9, 2022	EGMA Russian	15	Dushanbe	EdIntersect consultant; USAID LTA consultant
April 24, 2022	Half-day Refresher EGRA, EGMA, SEL and SSME training	154	Dushanbe Kulob Bokhtar Khujand Khorugh	Assessment specialist; regional MEL specialists

At the end of training, the participants took two practical quizzes on conducting the tests for grades 2 and 4 with further scoring and follow up on the weakest items/subtasks. All enumerators passed the assessor accuracy quizzes, obtaining scores that exceeded 90%. The participants' knowledge of theory (all conditions specified for every subtask) was also tested on the last day of the training to evaluate the level of enumerator's understanding of how to conduct the test. The trainers identified 22 team leaders who were responsible for providing overall oversight of the team based on the results of the quizzes, theoretical test, and the six-day observations.

On April 24, 2022, USAID LTA conducted a half-day refresher training in Dushanbe, Kulob, Bokhtar, Khujand, and Khorugh. A refresher training was necessary due to the gap between the end of training and the start of the data collection because of a delay in approval from MoES. The EGRA/EGMA/SEL/SSME enumerators practiced assessments and the team leaders repeated their duties, students sampling procedures, and the rules for completing the report forms. At this training, all teams also received the necessary materials and forms to fill out and the students' stimuli. In total, 154 enumerators and supervisors were trained and prepared for data collection in the USAID LTA target Tajik and Russian schools in all regions of Tajikistan.

Activity 1.2.5b. EGRA baseline data collection in Tajik and Russian schools and Activity 2.2.4b. EGMA baseline data collection in Tajik and Russian schools

EGRA/EGMA and SEL baseline data collection activities in 286 schools started in six regions on April 25, 2022, and lasted until May 25, 2022, with some teams finishing earlier. Due to instability in GBAO, USAID LTA halted data collection and extracted the Bokhtar Russian team from GBAO and transported them back to Bokhtar. This resulted in two schools with Russian language of instruction and one school with Tajik language of instruction not partaking in the data collection. In addition, two schools in Bokhtar with Tajik language of instruction were replaced as they had no primary classes in those schools. This did not affect our representativeness (i.e., Russians vs. Tajiks, gender spread, etc.) since we remained within the sample.

In the remaining schools, the enumerators tested grade 2 and 4 students' reading and math skills, social-emotional status and school management efficiency. This was done through conducting lesson observations and interviews with the school Director or Deputy Director, two to four primary school teachers (for grades 2 and 4), the Head of Methodological Unit, and the students.

USAID LTA's regional MEL Specialists conducted monitoring visits and liaised with EdIntersect to address questions on cleaning data. USAID LTA and EdIntersect created a group in WhatsApp to quickly address issues. During the first few days, questions focused on programming, interrater reliability assessment (IRR)⁵, and sampling issues such as what to do if there are not enough students in class, fewer girls/boys, or no reserve students. These were all solved immediately.

The first three days of the data collection were the most difficult as some enumerators made mistakes during the IRR test procedures. However, by the end of the first week, most enumerators followed the rules and procedures and made no mistakes. The Team Leaders

⁵ IRR - interrater reliability assessment of the first student, when in each school both enumerators test one student as test-administrator and the observer with the aim to find out how consistent their work is. The IRR assessments address the consistency of the collected data. High IRR scores refer to a high degree of agreement between enumerators.

carried out their work consistently and carefully selected and distributed students according to the different assessments. All groups established a system for communication between enumerators. This was important since SEL enumerators should conduct an assessment with the student after passing the EGRA or EGMA test. The majority of enumerators did not need any supervision.

On average, the oral individual EGRA assessment with each student took 15-20 minutes, the EGMA assessment took 30-40 minutes, and the SEL assessment took 20-40 minutes. Each enumerator had their own workspace. In some instances, the assessments took place in a conference hall to ensure distance between enumerators, and in other instances the assessments occurred outside in open air.

EdIntersect monitored the enumerators' work throughout data collection to ensure high-quality data was collected. They also provided feedback to the data collection supervisors via the Assessment Specialist and MEL Specialists as needed to improve data quality. After daily data uploads, the supervisors updated the regional MEL Specialists on the assessments, interviews, and observations. The MEL Specialists then sent this information to the Assessment Specialist to be consolidated in one tracker. The Figures below summarize assessments administered.

Figure 40. Summary Table of EGRA/EGMA/SEL Assessments Administered

Complete EGRA				Complete EGMA				Complete SEL			
G2		G4		G2		G4		G2		G4	
B	G	B	G	B	G	B	G	B	G	B	G
128											
3	1249	1243	1220	1252	1229	1208	1178	1056	1053	1020	1022
2,532		2,463		2,481		2,386		2,109		2,042	
4,995				4,867				4,151			

Figure 41. Summary Table of SSME Assessment Administered

SSME tools				
Reading Classroom Observation	Math Classroom Observation	Director Interview	Teacher Interview	HMU Interview
517	510	353	478	277

During Quarter 4, EdIntersect cleaned data and conducted in-depth analysis of the result. The USAID LTA baseline report was submitted to USAID on September 30, 2022.

Activity 1.2.5c. Validate and disseminate EGRA baseline results and Activity 2.2.4c. Validate and disseminate EGMA baseline results

This activity was moved to Year 3.

Component 2: Improved Instruction and Availability of Supplemental Math Materials

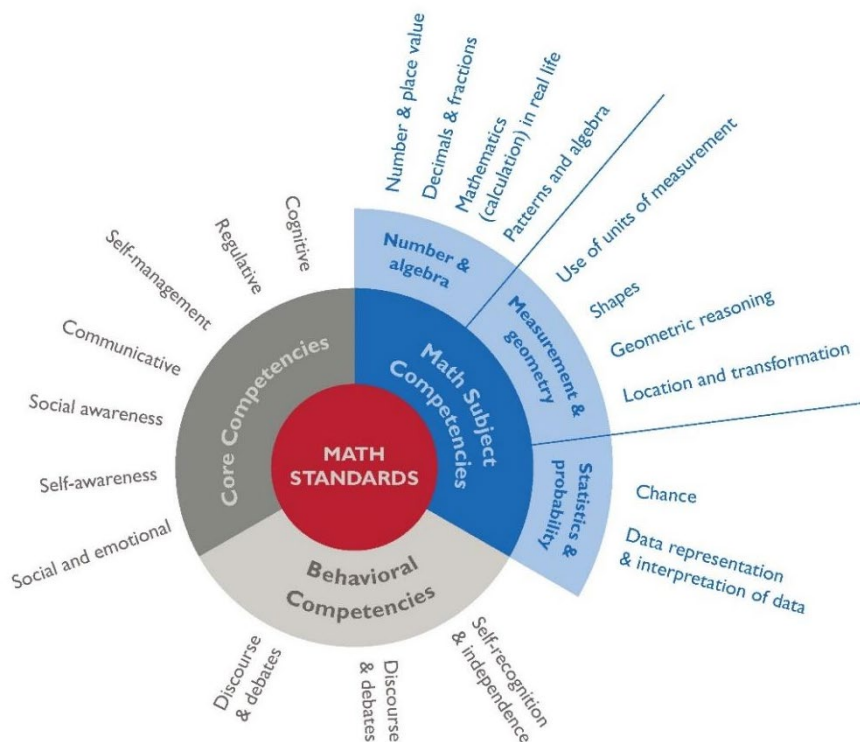
Subcomponent 2.1 Effective Teacher Professional Development (for Pre-Service and In-Service)

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

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

In Year 2, USAID LTA continued supporting the MoES curriculum review working group to draft and improve the quality of the Primary Education Mathematics Standards and Syllabus for Grades 1-4 for both Tajik and Russian Medium Schools. In October 2021, the WG and International Consultants aligned on the number of strands and sub-strands in the Primary Education Math Standards. All parties agreed and accepted three key strands: (1) number and algebra; (2) measurement and geometry and (3) statistics and probability. After agreeing with the strands, the WG in collaboration with international consultants defined the key sub-strands that served basis for further revision of the learning outcomes by each sub-strands and grades to ensure progressions from one grade to another. New strands and sub-strands are represented in the diagram below:

Figure 42. Strands and sub-strands in Primary Education Math Standards



In December 2021, USAID LTA supported the working group to complete development of the learning outcomes for each strand and sub-strand. In addition, USAID LTA supported the WG to compile standards and then edit, design, print and submit them to MoES for review. They also designed the first draft of the Math Subject 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.

During April and May 2022, USAID LTA supported the primary education math standards and syllabus development working group to update the standards and syllabus based on the reviews and feedback from AoE, EDI, and RTMC. The reviewers provided the following positive comments:

- The learning outcome assessment system in the revised standards enables teachers and other educators to evaluate learning outcomes using shared concepts that are aligned with best practices.
- The standards use simple and clear language which helps teachers understand the requirements.
- The math terms are well presented.
- The distribution of themes and allocation of teaching and learning hours in the math syllabus for grades 1-4 is well balanced, and the teaching and learning units and learning outcomes are arranged appropriately to help teachers plan, teach, and evaluate using a more systemized approach. The syllabus has a user-friendly format.

On May 15, 2022, USAID LTA submitted the revised primary math subject standards and syllabus to the NEB and received approval on May 28, 2022. On June 30, 2022, the Collegium of the MoES of the Republic of Tajikistan approved 8 sets of the revised Primary Education Subject Standards and eight sets of Primary Education Subject Syllabus.

Math Standards and Syllabus for Russian Schools

After approving the primary math subject standards and syllabus for Tajik schools, MoES asked USAID LTA to translate and edit the materials for Russian schools. In June 2022, USAID LTA translated materials into Russian and initiated the editing process. The final editing completed in September 2022.

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

In October 2021, USAID LTA in collaboration with MoES, selected pilot schools and pilot mentors which were then subsequently approved by MoES on October 26, 2021. In total 80 pilot schools were chosen (72 Tajik medium schools and 8 Russian Medium schools) from 23 districts and cities that represent all regions of the Republic of Tajikistan. November 1-5, USAID LTA conducted a five-day training for pilot mentors. (More information on selection process provided in *Activity 1.1.1b. Select and Train Pilot Teachers and Pilot Support Mentors (Tajik and Russian Schools)*)

During the 5-day training conducted on November 1-5 136 pilot mentors and 36 training monitors received trainings to improve their knowledge in the following areas:

- Revised mathematics standards and syllabus – What are the new strands and sub-strands? What is different?
- Sample lessons based on the revised standards – presentation and practice
- Developing lesson plans using new format
- Practice facilitation of the trainings for pilot teachers

On November 7-9, 2021, USAID LTA followed this training of the pilot mentors by conducting training for pilot teachers in each region. To provide practical assistance to regional mentors, the LTA technical team participated in these trainings, while coordinating the activities of regional offices. 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 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, and edited and shared the lesson plans with the international consultants Professor Bill Boyle and Dr. Marie Charles for further review.

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

Activities are illustrated in *Activity 1.1.1c*.

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

This activity has been postponed to Year 3 due to delayed approval of the revised primary education subject standards.

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

This activity has been postponed to Year 3 due to delayed approval of the revised primary education subject standards.

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

Activities are illustrated in 1.1.3b and 1.1.3c.

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 1.1.4.

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

This activity has been postponed to Year 3 due to delayed approval of the revised primary education subject standards.

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

USAID LTA, in partnership with the MoES, set up a working group to develop four sets of supplementary materials (one set per grade) to improve the quality of teaching and learning mathematics in accordance with the revised standards and syllabus. From October 1 to 31, the developers of supplementary materials worked on "Algebraic Numbers and Elements" and developed mathematical cards for "Decimals and Fractions" and "Sequences and Algebraic Elements" sub strands. A total of 300 cards were prepared in these sub strands, 150 each for "Decimals and Fractions" and "Sequences and Algebraic Elements" sub strands.



From November 1-30, the WG developed mathematical cards in "Measurements and Geometric Shapes" for grade 1-4 and the "Use of Units of Measurement." The WG also developed cards on "Geometric Figures" for all primary grades. The cards are designed to meet the requirements of the Mathematical Standards and Learning Outcomes for Grades 1-4 and incorporate UDL and SEL.

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

From April 21 to 23, 2022 USAID LTA conducted a three-day workshop for 12 members of the literacy and numeracy supplementary (Learning Cards) development working group. The aim of this workshop was to improve the literacy and numeracy learning cards, align them with the revised subject standards and syllabus for these subjects, and integrate SEL and inclusive education. During the workshop, the WG members presented the final draft of the numeracy and literacy and universal learning cards for Tajik language and math: 12 cards for grade 1, 12 cards for grade 2, 12 cards for grade 3, and 14 cards for grade 2. USAID LTA Numeracy Specialist, Numeracy and Materials Specialist, Literacy Specialist, Literacy and Materials Specialist, Intervention Specialist, and Technical Lead reviewed the drafts and shared comments and feedback for further improvement of the contents and quality of the learning cards.

As a result, in September 2022, USAID LTA received final drafts, and initiated illustration and design of 140 numeracy learning cards. The learning cards will support implementation of five core math learning strands: numbers and mathematical signs, measurements, geometry, statistics and probabilities and algebra elements. The distribution of learning cards by grades and learning strands are presented in figure 38 below.

Figure 43. Distribution of Numeracy Learning Cards

Grade	Total # of cards	Numbers and mathematical signs	Measurements	Geometry	Statistics and probabilities	Algebra elements
1	30	15	5	4	3	3
2	32	15	7	4	3	3
3	38	15	7	5	5	6
4	40	15	7	6	5	7
Total	140	60	26	19	16	19

The numeracy learning cards present different learning opportunities for primary grade students compared with the learning information and tasks they have in their textbooks. The learning cards will help students improve their critical thinking skills and understand and apply math in real life scenarios. The learning cards enable students to see and understand math through solving a case supported by visual illustrations and leveled tasks. In addition, USAID LTA developed methodological instructions for each learning card to help students use these materials during self-regulated learning, pair, and group activities.

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)

Activities are illustrated in 1.2.5.

Activity 2.2.3a. Develop/adapt EGMA

During the development workshop (1.2.4b), led by subcontractor EdIntersect in October 2021, the Assessment WG reviewed the draft math standards, the international Global Proficiency Framework, and mapped these standards to possible EGMA G2 and G4 subtasks in Tajik and Russian schools. They worked collaboratively to identify the most appropriate math and numeracy subtasks to the Tajik context, in preparation for piloting. For more details see 1.2.4b.

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

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 version of EGMA (two adapted subtasks (word problems and number discrimination)) that were presented by IDP and the World Bank, were also piloted alongside the standard EGMA tools. The figure below outlines the results of the pilot.

Figure 44. 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

Activity 2.2.4a. EGMA baseline enumerator trainings

Activities are illustrated in 1.2.5a.

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

Activities are illustrated in 1.2.5b.

Activity 2.2.4c. Validate and disseminate EGMA baseline result

The activity is moved to Year 3, Quarter 1.

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.

Due to the delay in signing the MoU, this activity will begin in Year 3, with a formal presentation of the Year 3 workplan to MoES and USAID.

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

Due to the delay in signing the MoU, this activity will begin in Year 3, after an initial meeting with MoES.

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 to work with MoES and NTC staff through the assessment working group (AWG) during the tool development workshop in October 2021, pilot of the tools in January 2022, pilot of the operational approach in March 2022, and the baseline data collection process in April-May 2022. Details of this process are described in 1.2.4 and 2.2.3. USAID LTA will involve MoES and NTC in the EGRA/EGMA/SEL baseline dissemination program in Year 3.

3.1.4 Build capacity of Ministry Affiliates

In Quarter 1, the USAID COR initiated several meetings between USAID LTA and MoES affiliates AOE, EDI, RITTI, and RTMC. The aim of the meetings was for USAID and LTA's management to introduce the Activity to the Government of Tajikistan and to better understand MoES' needs.

3.1.4a. RITTI

During Year 2, USAID LTA continued to engage RITTI and its regional affiliates in relevant activities to strengthen the existing partnership with the institute and continue to build the capacity of their key staff. RITTI is the lead MoES affiliate for in-service training and re-training for teachers. In addition to the development work on in-service training in sections 1.1.3, a regulation was drafted that will enable a blended learning approach to be defined as part of the core approaches to in-service training within the institution and the education system.

Introductory meeting with RTTI

On April 13, 2022, USAID LTA's COR initiated a meeting with RITTI where USAID LTA senior leadership was introduced to the counterpart to explore potential partnership opportunities, including joint training activities, restructuring and reform of the teacher training system,

cooperation and buy-in from development partners, and discussions on sustainability through integration of the products developed by USAID LTA into MoES policies and programs, and active participation of their staff in USAID LTA activities. The Rector of RITTI called USAID education projects “one of the key partners that contributed considerably towards improvement of primary education in the country.” He expressed the Institute’s readiness for future partnerships with USAID education programs.

During the meeting, USAID LTA and RITTI agreed to undertake the following activities: review and approval of the in-service teacher training package by the RITTI Scientific Board, designing the national and district-level ToT programs, and a plan to organize these two events in August 2022, as well as to accelerate the acceptance process of regulations on “Procedure for Organizing and Conducting Blended Learning Program”. Another important result of this meeting was revisions to the existing WG members to involve newly assigned decision- making and technical staff of the MoES and RITTI and support further institutionalization of the developed products created by the WG.

Figure 45. Training monitors and mentors

#	Name	Institution
1	[REDACTED]	RITTI
2	[REDACTED]	RITTI
3	[REDACTED]	RITTI
4	[REDACTED]	RITTI
5	[REDACTED]	RITTI
6	[REDACTED]	RITTI
7	[REDACTED]	RITTI
8	[REDACTED]	RITTI
9	[REDACTED]	RITTI Branch in Bokhtar/Kahtlon
10	[REDACTED]	RITTI Branch in Bokhtar/Kahtlon
11	[REDACTED]	RITTI Branch in Bokhtar/Kahtlon
12	[REDACTED]	RITTI Branch in Bokhtar/Kahtlon
13	[REDACTED]	RITTI Branch in Bokhtar/Kahtlon
14	[REDACTED]	RITTI Branch in Bokhtar/Kahtlon
15	[REDACTED]	RITTI Branch in Bokhtar/Kahtlon
16	[REDACTED]	Khatlon RED
17	[REDACTED]	RITTI Branch in Kulob/Kahtlon
18	[REDACTED]	RITTI Branch in Kulob/Kahtlon
19	[REDACTED]	RITTI Branch in Kulob/Kahtlon
20	[REDACTED]	RITTI Branch in Kulob/Kahtlon
21	[REDACTED]	RITTI Branch in Kulob/Kahtlon
22	[REDACTED]	RITTI Branch in Khujand/Soghd
23	[REDACTED]	RITTI Branch in Khujand/Soghd
24	[REDACTED]	RITTI Branch in Khujand/Soghd
25	[REDACTED]	RITTI Branch in Khujand/Soghd
26	[REDACTED]	RITTI Branch in Khujand/Soghd

27		RITTI Branch in Khujand/Soghd
28		RITTI Branch in Khujand/Soghd
29		RITTI Branch in Khujand/Soghd
30		RITTI Branch in Khujand/Soghd
31		RITTI Branch in Khorugh/GBAO
32		RITTI Branch in Khorugh/GBAO
33		RITTI Branch in Khorugh/GBAO
34		RITTI Branch in Khorugh/GBAO

3.1.4b RTMC

USAID LTA is committed to strengthening and developing the capacity of MoES and its sub-institutions. With the intent to support and enhance the capacity of the RTMC, in November, 2021, USAID LTA completed the development of an educational website⁶ that will assist educators and parents to access high-quality teaching and learning resources. Teachers will be able to access ready-made resources instead of spending time preparing such TLMs individually, leading to saved time that can then be allocated towards teaching, which is beneficial for students. During the reporting period, the high-quality teaching and learning resources were meant only for teachers, however it is expected that reading books and cards will be uploaded to assist parents and students in Year 3.

In addition, on December 27, 2021, the vendor conducted a training for RTMC administration on how to manage the website, including uploading the teaching and learning materials to the website every quarter. The website is an open resource and available for everyone to download materials. The educational resources section includes learning and teaching materials, scientific and research works developed by teachers, and links to other relevant educational websites. As per their contract, the IT vendor will support RTMC staff and troubleshoot any issues connected with the website during first year of its launch December 2021-December 2022. Meanwhile RTMC is digitalizing their educational resources and preparing more materials to be ready to upload to the website. Presently, no resources have been uploaded onto the website.

In March 2022, 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.

⁶ <http://mitm.tj/digital-library/books/files>

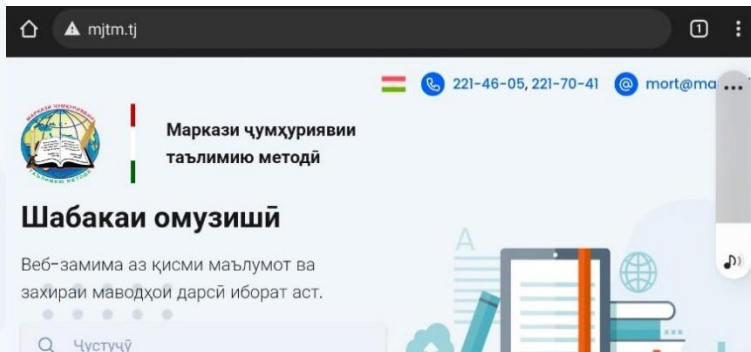


USAID LTA COP hands over the Republican Educational and Methodological Center website to RTMC Director



Presentation of the website (<http://mjtm.tj/digital-library/books/files>) to the Republican Educational and Methodological Center

In June 2022 USAID LTA met newly appointed head of the institution to inquire about the effectiveness of the website. He informed the Activity that it is fully operational and managed by RTMC staff. Nevertheless, change in leadership at MoES and its sub-institutions has created challenges for the website's sustainability and effectiveness as the new management were not aware of this development and USAID LTA needed to reacquaint them with the resource.



RTMC website homepage

3.1.4c Academy of Education and Education Development Institute

On December 28, 2021, USAID COR and LTA management met with the President and Vice President of AoE, as well as the Director of the EDI. The COR introduced LTA and shared key activities of the project with the counterparts. An open and constructive atmosphere for discussion on potential partnership opportunities and interests were created during the meeting. The AoE and EDI suggested consideration of the following initiatives:

- Support the boarding schools of Tajikistan with children’s books, with consideration of inclusive needs.
- Support newly qualified and unqualified teachers’ development through distance learning mode.
- Involve parents in project activities.
- Promote best assessment practice and tools in collaboration of all development partners.
- Include schools with multi-grade classes in project activities – learn from Kazakhstan experience on this.
- Organize an international education conference in Tajikistan.
- Develop learning resources and more books for primary schools.

It was agreed to have a more detailed discussion on the above recommendations after the formal agreement is signed between the U.S. government and the Government of Tajikistan.

In Year 2, EDI staff participated in working groups, including those covering primary subject standards, supplementary materials, and HEI programmatic development. For example, on February 9, 2022, LTA’s HEI Coordinator met the Director of EDI. During the meeting, 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 stated that the EDI is ready to support WGs to revise and update the syllabus, teaching, and learning materials for the defined subjects at HEIs.

On September 23, 2022 USAID LTA’s COR initiated meeting with the newly appointed President of AoE. USAID LTA’s COR introduced the USAID Tajikistan Education Director and the USAID LTA COP to the counterparts. He highly appreciated the USAID partnership in education and stated that the primary syllabus and standards developed by USAID LTA served as example and supporting document for the AoE in developing curriculum for secondary schools. He recommended potential partnership areas and interests for project consideration such as: joint piloting of the standards and syllabus, initiating assessment of teachers understanding and implementation of the competency-based education and development and printing supplementary materials. USAID suggested enhancing cooperation and active participation of their staff in project activities.

3.1.4d RED and District Education Departments (DEDs)

In June 2022, USAID LTA initiated the process of developing School Directors' Training Materials and received no objection from MoES who assigned the Deputy Minister and the Rector of RITTI to collaborate with the Activity to develop the set of training materials. USAID LTA also developed a draft outline for a two-day workshop on pedagogical leadership for school directors. The outline defines core areas where the school directors will learn to create an enhanced environment for primary teachers to apply modern teaching and learning techniques and approaches to improve students' literacy and numeracy skills.

During August 23-27, 2022, USAID LTA trained 60 RED and DED methodologists as District Master Trainers. The training contents and process is described in Activity I.1.3b and c.

Figure 46. RED and DED methodologists

#	Name	District/City	Institution	Position
1	[REDACTED]	Lakhsh	District Education Department (DED)	Primary Education Methodologists (PEM)
2	[REDACTED]	Lakhsh	DED	PEM
3	[REDACTED]	Tojikobod	DED	Head of Methodological Cabinet
4	[REDACTED]	Rasht	DED	PEM
5	[REDACTED]	Rasht	DED	PEM
6	[REDACTED]	Sangvor	DED	PEM
7	[REDACTED]	Nurobod	DED	PEM
8	[REDACTED]	Roghun	DED	PEM
9	[REDACTED]	Faizobod	DED	PEM
10	[REDACTED]	Faizobod	DED	Specialist
11	[REDACTED]	Rudaki	DED	PEM
12	[REDACTED]	Rudaki	DED	PEM
13	[REDACTED]	Shahrinav	DED	PEM
14	[REDACTED]	Tursunzoda	DED	Head of Methodological Cabinet
15	[REDACTED]	Dushanbe	DED	Head of Methodological Cabinet
16	[REDACTED]	Dushanbe	DED	Specialist
17	[REDACTED]	Dushanbe	DED	PEM

18		Boktar	DED	PEM
19		Levakant	DED	PEM
20		Khuroson	DED	PEM
21		Kushoniyon	DED	PEM
23		Vakhsh	DED	PEM
24		Jaihun	DED	PEM
25		Qubodiyon	DED	PEM
26		N. Khusrav	DED	PEM
27		Yovon	DED	PEM
28		Norak	DED	PEM
29		Kulob	DED	PEM
30		Vose	DED	PEM
31		Farkhor	DED	PEM
32		Dangara	DED	PEM
33		Dangara	DED	PEM
34		Temurmaliq	DED	PEM
35		Baljuvon	DED	PEM
36		Khovaling	DED	PEM
37		Khovaling	DED	PEM
38		Muminobod	DED	PEM
39		Sh. Shohin	DED	Head of Methodological Cabinet
40		Kulob	DED	PEM
41		Asht	DED	PEM
42		K. Mashtchov	DED	PEM
43		Guliston	DED	Head of Methodological Cabinet
44		Guliston	DED	PEM
45		Mashtchov	DED	PEM
46		Buston	DED	PEM
47		J. Rasulov	DED	PEM
48		Panjikent	DED	Head of Methodological Cabinet

49	[REDACTED]	Shahriston	DED	PEM
50	[REDACTED]	Spitamen	DED	PEM
51	[REDACTED]	Devashtich	DED	PEM
52	[REDACTED]	Zafarobod	DED	PEM
53	[REDACTED]	Istaravshan	DED	Head of Methodological Cabinet
54	[REDACTED]	Isfara	DED	PEM
55	[REDACTED]	Isfara	DED	PEM
56	[REDACTED]	Khorugh	DED	PEM
57	[REDACTED]	Roshtkala	DED	PEM
58	[REDACTED]	Roshtkala	DED	PEM
59	[REDACTED]	Vanj	DED	PEM
60	[REDACTED]	Darvoz	DED	PEM

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

In May 2022, the USAID LTA Teacher Professional Development Lead, participated in discussions with the Rector of RITTI to agree upon a plan for the teacher retraining program design. Following a series of discussions, RITTI proposed developing regulatory documents for teacher retraining programs and a system in the Republic of Tajikistan. On June 21, 2022, MoES issued order number 927 on establishing a teacher retraining regulatory materials development working group. The members of this WG are illustrated in the figure below.

Figure 47. Teacher Retraining Regulatory Materials Development Working Group

Number	Name	Position
1	[REDACTED]	First Deputy Minister
2	[REDACTED]	Deputy Minister
3	[REDACTED]	Rector of RITTI
4	[REDACTED]	Deputy Rector of RITTI
5	[REDACTED]	Head of Department, RITTI
6	[REDACTED]	Head of Department, RITTI
7	[REDACTED]	Deputy Rector of RITTI

A

USAID LTA, in collaboration with MoES and RITTI, will support the WG to complete the following activities in teacher retraining regulatory documents development:

- Conduct learning review and develop a report and recommendations on existing and best practices in design, implementation, certification, and recognition of teacher (non-qualified) retraining programs and courses
- Develop teacher re-training regulatory documents aligned with the Republic of Tajikistan's education needs and available resources and capacity
- Support approval process of the regulatory documents by analyzing feedback, making adjustments, and presenting and defending the regulatory documents at the MoES education board review and approval meetings
- Present and discuss the retraining regulatory document at the round table

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

This activity was cancelled due to the lack of MOU.

Subcomponent 3.2 Innovations

Activity 3.2.1. Update Teacher Training and Coaching Digital Platforms

To integrate and increase effectiveness of data use by the RITTI and its regional branches, Teacher In-Service Professional Development Information System (TIPDIS) and the Teacher Training Digital Platform will be combined. In November 2021, the Activity evaluated the existing teacher training and mentoring platform “Bozomuzii Dastras” that was used in the USAID Read with Me Project. Based on the results of this evaluation and feedback received by TogetherEd, USAID LTA drafted a scope of work (SOW) to update the “Bozomuzii Dastras” platform to meet the needs of the LTA training and coaching program, which includes more interactive functions and an enhanced platform of communication between teachers and mentors.

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

TIPDIS will build on current ongoing work of developing a conceptual framework for a blended learning approach to in-service training and will be done in collaboration with MoES. USAID LTA selected a subcontractor for TIPDIS in Quarter 4 following a competitive procurement process and the subcontractor will begin working in Quarter 1 of Year 3.

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

USAID RWM developed a mobile application “Kitobdust” for students in grades 1 and 2 and consists of different educational games that are based on USAID RWM's levelled books. During Year 2, USAID LTA completed the procurement process to identify a subcontractor who could create an additional “Kitobdust” that is targeted at students in grades 3 and 4. Proposals were received and evaluated in Quarter 4 and a subcontractor was selected. The vendor will begin to design the application in Quarter 1 of Year 3.

Activity 3.2.4. Develop Mobile Application “Miracle of Math” for grades 1-2

On May 30, 2022, USAID LTA published a request for proposals on www.untj.org to hire a company to develop a math mobile application. The content of the mobile application will be aligned with the updated primary grade math standards and curriculum, be targeted at grades 1 and 2, and be presented through engaging games for different levels and categories. See figure below. Three companies submitted proposals in response to the RFP by the submission deadline and the evaluation committee selected a subcontractor after evaluating all three proposals. The selected company will begin the application design process in Quarter 1 of Year 3.

Figure 48. Mobile Application “Miracle of Math” Contents for Grades 1 and 2

Number	Category	Level
1	Number and operation	Whole numbers
2	Measurement	Length, weight, capacity, volume, area, perimeter Time Currency
3	Geometry	Properties of shapes and figures
4	Statistics and probability	Data management
5	Algebra	Patterns Relation and factors

Activity 3.2.5 Reaching students remotely through television and radio

In July 2022, USAID LTA hired a local consultant to develop scripts for 50 episodes for an educational math TV program. Between August and September 2022, the consultant developed 25 scenarios dedicated to various mathematical and environmental themes covering topics such as “numbers in our daily life”, “eat pizza and learn about fractions”, “plastic is everywhere”, “there is no planet B” etc. In Year 3, USAID LTA plans to sign agreements with the Dushanbe Children’s Puppet Theatre and TV “Bahoriston” and film the episodes that were developed.

3.2.6 CBMU competition for creative spaces

This activity was postponed to Year 3.

Subcomponent 3.3 Strengthen Public and Private Partnerships

Activity 3.3.1 Finalize approach to partnerships

In Year 2, USAID LTA took a strategic approach to developing partnerships and identified five areas of engagement that are listed below. The Activity was not able to work with all partners due to the delay in the signing of the MoU between the U.S. government and the Government of Tajikistan. Thus, the Activity mostly held informal meetings and discussed USAID RWM’s impact as well as USAID LTA’s goals and objectives, areas of engagement, and opportunities for collaboration.

1. *Public/quasi-state-run entities*
2. *Private sector*
3. *Publishing/printing house sector and bookstores (public and private companies working in this sphere, as well as bookstores that could sell project materials/books)*
4. *Development partners/donors/implementors*
5. *Community members, PTAs, associations that support marginalized populations and inclusive education*

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

USAID LTA held meetings with different public/quasi-state-run entities including TV “Bahoriston”, National Library, Dushanbe Puppet Theater, newspapers, and the Additional Education Center. With each partner USAID LTA discussed general areas of collaboration.

In February 2022, USAID LTA’s Chief of Party, Deputy Chief of Party, and Partnerships Specialist met with the first and second deputy directors of the National Library who were impressed by USAID’s work in the education sector and were happy to learn more about USAID LTA and its activities. The directors confirmed that 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 Year 3.

In March 2022, USAID LTA installed a digital library in the National Library’s Service Department for People with Disabilities with a goal of strengthening the culture of reading for children with disabilities and their parents. 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. 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 expressing its gratitude to USAID for their support.

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



In April 2022, the USAID COR, Alternate COR, USAID LTA Director of Operations and Strategic Partnerships, and Partnerships Specialist visited the National Library to see how the digital library has been operationalized in the Inclusive Department. The USAID LTA visit coincided with a visit from children with disabilities of boarding school #5 and their parents. The USAID COR and Alternate COR saw how primary grade children with hearing impairments use the digital library. USAID LTA also organized a visit to the Children's Department of the National Library to see how children are enjoying books donated by USAID.

USAID COR and Alternate COR visit the National Library's Service Department for People with Disabilities.



In May 2022, USAID LTA's Deputy Chief of Party, Director of Operations and Strategic Partnerships, and Communications and Outreach Specialist met the newly appointed head of television station "Bahoriston" and discussed opportunities for collaboration. USAID LTA will meet with TV "Bahoriston" in Year 3 to sign an MoU and plan joint activities. Also in May, the same USAID LTA staff members met the Deputy Director of the Dushanbe Puppet Theater and discussed joint plans and activities. USAID LTA will continue to collaborate with the puppet theatre to promote learning mathematics in an exciting way to keep primary grade students engaged. In Year 3, USAID LTA is planning to facilitate exhibitions in cultural centers in remote districts allowing a higher number of children nationwide to watch performances in person.

In June 2022, USAID LTA attended the two-day "Seminar-Consultation on Summer Camps for Children" held at the "Zimchurud" resort of Shohmansur district. The Deputy Minister of Education and Science also participated in the seminar and delivered a speech about approved plans for summer camps for children in 2022. During the seminar, representatives of the Federation of Independent Trade Unions of Tajikistan, the Sanitary and Epidemiological Control Service of the Ministry of Health and Social Protection of the Population, the Committee for Emergency Situations and Civil Defense and USAID LTA delivered speeches. Participants also shared their experiences related to summer camps and learned useful information on how to open, close, plan, and document the activities of school-based and out-of-city summer camps.

In August 2022, USAID LTA's Partnerships Specialist met the head of public organization "Ruzbeh" and briefed them about the project. They were impressed with USAID RWM's impact in GBAO and were interested in knowing more about USAID LTA. The Activity plans to work closely with Ruzbeh in Year 3, specifically supporting Ruzbeh's mobile library.

At the end of the reporting period, USAID LTA's Partnerships Specialist met the head of public organization "Logos" to see where future collaboration could ensue. Logos is currently working mostly with early childhood development and conducts additional courses for primary grades on math and English. USAID LTA's Partnerships Specialist introduced Logos to USAID LTA's digital library and the organization decided that they will use the digital library to work with preschool children to improve their reading comprehension in Tajik language. USAID LTA plans to support the organization by providing resources they can use to improve the math skills of students in grades 3 and 4.

2. *Private sector*

In Year 2, USAID LTA held meetings with private sector companies include a telecom company, taxi companies, and radio stations to discuss potential partnerships. For example, USAID LTA's Chief of Party, Deputy Chief of Party, Director of Operations and Strategic Partnerships and Partnerships Specialist met 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. In Year 3, USAID LTA plans to organize a kick-off meeting to finalize the already drafted MoU and agree on the inclusion of USAID LTA's developed resources and digital materials (e-books, audio books, digital library, TV programs) on T-cell's digital platforms to promote reading and improve the literacy and numeracy skills of primary grade students in Tajikistan.

USAID LTA also met with "Olucha" Taxi's head of marketing and head of IT to discuss a potential partnership and ways in which "Olucha" Taxi can help promote USAID LTA developed products. As they currently have a 980-car fleet and intend to acquire 150 more, (which will include TVs) it was noted that this may be a medium that USAID LTA could use to promote public service announcements (PSAs). USAID LTA is also interested in meeting with Yak Taxi to gage their interest and has scheduled a kick-off meeting for the beginning of Year 3.

USAID LTA held meetings with Radio Vatan as well but postponed future discussions due to the MoU execution delay. The Activity will recommence discussions in Quarter 1 of Year 3 to see if collaborating would be fruitful. USAID LTA's Partnership Specialist and Communications and Outreach Specialist also met with Radio "Asia Plus" and conducted a short presentation on materials that were developed under USAID RWM and USAID LTA. Radio "Asia Plus" was impressed and shared their experience working with international organizations. Both parties exchanged ideas on reading and math activities and discussed areas for collaboration in Year 3.

In August 2022, the USAID LTA Partnerships Specialist met with the head of private center "Bomi Boom" and introduced them to USAID RWM's digital library. They were impressed with the

resources for Russian language teachers, age-appropriate books for children, and TV programs. The Partnerships Specialist shared the digital library with them to work with preschool children to improve their reading comprehension in Russian and Tajik. USAID LTA plans to continue to provide Boomi Boom with resources in Year 3.

3. Publishing/printing house sector and bookstores – Engage both public and private companies working in this sphere, as well as bookstores that could sell project materials/books

USAID LTA had informal meetings with “Vakhiyo Kilk and “Donish” bookstores to discuss the availability of quality children’s literature in the market and USAID LTA’s goals and objectives, areas of engagement, and opportunities for collaboration. USAID LTA also drafted a catalog of USAID developed books for bookstores and printing houses to inform them about the existence of such quality and age-appropriate books. In Year 3 USAID LTA plans to reach out to development partners such as AKF, OSI, UNICEF and others with authors’ and other copyright information so that bookstores may order reading materials for children directly from the source. As there is a still lack of good and age-appropriate Tajik language books on the market, this continues to negatively affect the quality of reading in Tajikistan.

4. Development partners/donors/implementors

USAID LTA continued working with UNICEF, AKF, and UCA in Year 2 and met with other organizations and implementors to avoid duplication of interventions. USAID LTA continued to strengthen its partnership with UNICEF and build on each other’s developed resources, this included incorporating UNICEF developed inclusive storybooks into the chrestomathy for grades 1 and 2. USAID LTA edited the books to fit the criteria of leveled books and included them in the list of recommended books for the primary grade curriculum and chrestomathy. Each book also has an animated version which responds to UDL principles. UNICEF offered to support USAID LTA to expand access to digital math resources for teachers and students. The Activity identified several educational resources which are aligned with the newly developed primary grade math standards which must be translated into Tajik. These resources include a math mobile application, video lessons on math, and storybooks with math themes. All the resources were shared with UNICEF who is seeking permission from the author to translate the materials. Furthermore, USAID LTA staff members participated in a UNICEF-organized training on the “basics of blended learning”. The training was facilitated by an international consultant and attended by representatives of ministerial affiliates. This training highlighted the importance of blended learning and the potential for its incorporation into Tajikistan’s education system. The USAID LTA team shared their experiences implementing a blended learning platform and helped explain the key characteristics of blended learning and its potential to the other training participants. Additionally, during the reporting period the USAID COR attended a coordination meeting with UNICEF where potential areas of collaboration in pre-service education, assessment, blended learning, curriculum/standards and methodological support system and structure were discussed.

USAID LTA also continued its collaboration with AKF Tajikistan on making storybooks accessible to primary grade students. AKF provided USAID LTA with the children’s books that were developed under the USAID/AKF “Reading for Children” and “USAID/ESCOMIAD” projects

including books which are relevant for the chrestomathy and primary grade curriculum. USAID LTA prioritized books which embedded SEL, gender, and inclusion. USAID LTA's GBAO regional team also initiated partnership discussions with AKF Tajikistan and identified potential areas of collaboration in the region.

In April 2022, USAD LTA's Deputy Chief of Party, Director of Operations and Strategic Partnerships, and Partnership Specialist attended the University of Central Asia (UCA) Career Day held at the Hyatt Regency in Dushanbe. The event brought together employers, experienced professionals, and UCA students. USAID LTA had a booth with promotional materials and briefed UCA students about the project.

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. 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 information associated with the work that they are doing. From the list, USAID LTA MEL team identified 171 schools which USAID LTA and Good Neighbors have in common in the regions except for GBAO. USAID LTA is interested in Good Neighbors' approach of working with parents and communities and intends to continue partnership discussions with Good Neighbors in Year 3 when LTA will closely work with parents and community.

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

USAID LTA did not explore this area in Year 2 due to the delay in the signing of the MoU. The Activity intends to focus on this area in Year 3 now that the MoU has been executed. However, USAID LTA may face the same challenges as USAID RWM whereby MoES did not allow the Activity to interact directly with parents. If this occurs, USAID LTA will try to reach the community and parents through public organizations and other existing mechanisms.

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

At the end of the reporting period, USAID LTA concluded the recruitment process for a local consultant to update summer camp materials based on the new math and literacy standards, including inclusive education and SEL. The USAID LTA Partnership Specialist and technical team will guide the consultant and monitor their progress in Quarter I of Year 3.

3.3.3 Outreach

3.3.3a. *Broadcast existing and new PSAs*

During Year 2, USAID LTA established a task force that created nine scripts for PSAs that will be broadcast on national TV to motivate primary school children to read books, become excited about math, value the environment, and dispel gender stereotypes regarding science. USAID LTA submitted the scripts to USAID and MoES for review and received approval for eight of them.

3.3.3b Conduct International Literacy Day outreach event

Please refer to the narrative at the beginning of this report that highlights the major accomplishments from Quarter 4.

3.3.4 Finalize Reading Corner Competition

USAID LTA designed the certificate for the winners of the Reading Corner Competition. On December 2021, USAID LTA and the MoES Coordinator delivered certificates to Dushanbe schools in a ceremony organized by the Dushanbe Education Department. The head of the Dushanbe DED and directors of the winning schools were present.

Figure 49. Reading Corner Competition Winners by Region

No	Region	1 st place	2 nd place	3 rd place	4 th place	Total per region
1	Dushanbe	3	4	4	0	11
2	DRS	3	4	7	13	27
3	Khatlon (Kulob)	3	4	6	14	27
4	Khatlon (Bokhtar)	3	4	6	16	29
5	Sughd	3	4	7	16	30
6	GBAO	3	4	6	13	26
	Total	18	24	36	72	150

As mentioned in the figure above, 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. Over 67,300 students benefited from the equipment across the Republic of Tajikistan and the technology will enhance students' motivation towards reading and improve their learning skills.

Figure 50. Reading Corner Competition Winner

Place	Number of schools	Awards
1 st	18 schools	1. Electronic board

		<ol style="list-style-type: none"> 2. LCD projector 3. Desktop computer
2 nd	24 schools	<ol style="list-style-type: none"> 1. LCD projector 2. Desktop computer 3. Projector screen
3 rd	36 schools	<ol style="list-style-type: none"> 1. Desktop computer 2. 49" TV
4 th	72 schools	<ol style="list-style-type: none"> 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, school director said: *“I cannot believe that a rural school got the first place and received a modern multifunctional electronic board”*. [REDACTED] from school #1 in Lakhsh emphasized that she had a very fruitful collaboration with USAID. 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 highlighted the successful partnership between USAID and the MoES in primary education and urged children to actively use the reading corners.

Gender and Inclusive Education

During the reporting period, USAID LTA focused on UDL and SEL programming, as described throughout the report. Without an MOU, USAID LTA was unable to access schools directly and did not undertake specific activities related to gender equity. However, all data presented in the Indicator Table is disaggregated according to gender in the attached performance indicator tracking table.

Braille books

On April 6, 2022, USAID LTA Chief of Party, Partnerships Specialist, Intervention Specialist, and Literacy Specialist participated in an event dedicated to the distribution of braille books and large print textbooks in special school #4 in Dushanbe for children who are blind or partially sighted. The Director of MoES’ publishing house, also attended the event. USAID LTA participated to support the local Association of People with Disabilities “MehrbaKhsh” which assists public special schools with book printing. The USAID LTA team was also accompanied by representatives from MoES. At the end of the event, guests were introduced to the digital library, and inclusive resources, such as Braille and large printed books that were distributed during USAID RWM.



Braille and large print book distribution in special school # 4, Dushanbe

Additionally, USAID LTA spoke with primary grade teachers in special school #4 about challenges they have faced with teaching and learning materials for blind or partially sighted children. The teachers noted that most of the TLMs which are used to teach math are outdated and in limited numbers. The teachers asked for additional resources to improve the teaching quality.



Teaching and learning materials used to teach math to children who are blind or partially sighted.

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. A 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 students in grades 2 and 4:

- I. Relationship

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

Challenges Encountered & Lessons Learned

Challenges Encountered

Translation of materials. Ensuring timely translations of draft materials for international consultants and subcontractors proves to be a challenge. A large amount of the materials required review and feedback from international consultants, especially the standards developed by the MoES working groups. In addition, translation of mathematics and other subject specific content require more time, which caused some delay in finalizing the subject standards. To alleviate this issue, USAID LTA has recruited additional temporary professional translators to ensure effective support in this process and employed a tracking system for translation requests.

Internet access problems in GBAO: Internet access continued to be a challenge for USAID LTA's GBAO office. While the Government of Tajikistan restored internet in March, they later suspended it again from May 16 until June 27. This impeded staff in USAID LTA's Khorugh office from communicating with other staff and external stakeholders via Microsoft applications such as Outlook, Teams and SharePoint, and messaging services including Viber and WhatsApp.

Political Disturbances. In Rushon and Khorugh, the EGRA/EGMA/SEL baseline data collection activity for Tajik groups in schools #7 and 12 and Russian groups in schools #12 and 15 that was planned for May 17-19, 2022 was cancelled. Moreover, travel was restricted from Khorugh to other districts and the enumerators from several GBAO districts and the Bokhtar Russian enumerators who were providing support in GBAO were stuck in a hotel in Khorugh for several days due to the unstable security situation.

Lessons Learned

Reading Corner Competition. Active involvement of education authorities and parents in the process from the beginning helped significantly increase number of reading corners established as well as the amount of funds leveraged. USAID LTA, as part of its sustainability efforts, will explore and motivate other potential partners such as private sector firms to become involved in the process next time.

Consideration of local context: Since the MoU execution was delayed, USAID LTA took time to routinely reflect on upcoming activities and refine them. The regional teams conducted detailed analysis of the local context and assessed the feasibility of the proposed teacher training content, approaches, and methodologies. This process made the approaches and materials even better.

Capacity building through active involvement: USAID LTA involved MoES and its affiliates in project activities such as the curriculum review and the development of training and supplementary materials. This enabled them to contribute while also building their capacity in this

process which allowed them to feel a sense of ownership and provide the necessary support and approvals required for successful implementation.

The National Library of Tajikistan is a reading and cultural hub for all people of Tajikistan. USAID was the first organization who provided the National Library with children books in braille (9 fiction books and 9 information books). A potential partnership with the Inclusive Department and the Children Department of the National Library will offer wider access to USAID-developed, age-appropriate books for primary grade children in both departments of the library. USAID LTA and the Inclusive Department will collaborate further to encourage children with disabilities, especially blind children, to participate in the national contests such as “Foroughi Subhi Donoi” to make them more inclusive.

MoES Working Groups. During the reporting period, it became clear that the MoES WG required more exposure to modern and innovative trends in education. USAID LTA re-thought its original development plans and organized additional workshops on learning outcome design, social-emotional skills, inclusive and UDL concepts. USAID LTA selected and applied different approaches to facilitate the activities, including types of motivation, the provision of step-by-step detailed instructions, and feedback tools/forms.

Policy changes. In September 2021, the President of the Republic of Tajikistan gave a speech about Literacy Day highlighting the new strategy for teaching the Tajik language in primary school. The President urged the MoES to rethink how Tajik language is taught and asked that they pilot teaching language and reading as two separate subjects. The Government of the Republic of Tajikistan was concerned the integrated teaching of reading and language as one subject could limit the full development of students’ literacy skills. In response, the MoES requested USAID LTA’s support in addressing this policy decision as it linked directly to one of the projects main objectives which is to improve student reading skills. This change caused a pause on activities USAID LTA associated with the revision of the Tajik Language Subject Standard and Syllabus development and piloting plan to align with the government's decision. After receiving a confirmation letter from the MoES, USAID LTA supported the curriculum review working group to create the two subject areas. Adapting to policy changes as this development shows will be crucial as LTA continues its implementation in Year 3 and beyond.

Coordination

Host Government. The MOU between USAID and the MoES was signed on July 25, 2022. This represented a huge milestone for USAID LTA, allowing regular and formal interaction between the project and Ministry representatives. Following the signing, USAID LTA initiated a training of trainers for regional trainers to prepare them to pilot the teacher training approaches as described in 1.1 and 2.1.

Prior to the signing of the MOU, USAID LTA worked through the MoES Coordinator to obtain individual approvals for activities ranging from the EGRA/EGMA/SEL baseline data collection and tool development to the development of standards and curricula, and policy recommendations. USAID LTA convened working groups comprised of members of the MoES and its affiliates for each activity, which ensured ministerial ownership of all developed materials and continuity of programming. By securing their buy-in, even without the MOU in place, this ensured a positive working relationship that has led to the introduction of an improved primary education system where certified teachers use improved teaching materials and student-centered learning approaches in 12 subjects that USAID LTA will assist the MoES and its affiliates to pilot and later implement.

Other Donors and USAID-Funded Projects. During Year 2, many donor partners expressed an eagerness to work with USAID LTA once the MOU has been signed. In the meantime, the project collaborated with partners on an ad hoc basis to maintain communications and support of critical areas. For example, USAID LTA supported UNICEF's online Magic Box platform by providing access to digital materials developed under the previous USAID-funded Read With Me Project. As new materials continue to be developed under USAID LTA, more quality and leveled reading content will be made available in primary schools across the country and through platforms such as the one offered by UNICEF. Books, short stories, and teaching materials can be downloaded free of charge after registering online (<https://tajikistan.learningpassport.unicef.org/#/course/course-library>). As USAID LTA works to support the MoES and its affiliates to strengthen and improve the quality of primary education students receive, the GOT is planning to introduce reforms in basic and secondary education in line with the National Education Development Strategy. The joint Islamic Development Bank – GPE – OFID project will benefit from a number of the innovations introduced through USAID LTA. These include LTA's experience in supporting the MoES to develop and introduce a competency-based Standards and Syllabus for Tajik and Russian schools, program for in-service teachers training that utilizes a blended approach of instruction and rolling this out on a national basis. Also, the development of pre-service teacher training materials and supporting its introduction. Like USAID LTA, practicum is an integral component of training the future teachers will receive through the GPE initiative. LTA leadership has participated in various discussions with the donor and their consultants and will continue to collaborate and seek opportunities to leverage our efforts to benefit the overall education system.

PPP Partners. Without a formal agreement between USAID and MoES, USAID LTA was unable to officially engage public and private sector entities to support USAID LTA activities.

However, during this time the project met with numerous potential partners, including TCell, Puppet Theater, TV Bahoristan, children’s magazines, and taxi companies to explore future collaboration. These partners expressed concern about officially working with USAID LTA until the MOU is signed, because they could be the target of tax audits. After signing the MOU, the USAID LTA management team focused on ramping up technical activities and began meeting with private sector entities as time allowed. Additional details are included in Activity 3.3.1.

Indicator Data Table

Number	Indicator	Data Source, Collection Frequency, and Disaggregation	Baseline/Annual Targets/ LOP Target	Actuals	
				Annual	Quarterly
Purpose: Improve primary students' learning skills (Grades 1-4), with a particular focus on improving reading comprehension, critical thinking, and mathematics					
Outcome-level indicators					
I ES.1-1	Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 2	<p>Data source: Baseline, midline, endline EGRA</p> <p>Collection frequency: Three times during life of project</p> <p>Disaggregation: Urban/rural schools, region, language of instruction, sex</p>	<p>Baseline: 54% ORF (G=58%; B=47%) 39% Reading Comp., (G=43 %; B=33 %) Russian: 58% ORF (G=62%; B=57%) 34 % Reading Comp (G=37 %; B=33 %)</p> <p>Y1: N/A Y2: Tajik: 54% ORF (G=58%; B=47%) 39% Reading Comp (G=43 %; B=33 %) Russian: 58% ORF (G=62%; B=57%) 34 % Reading Comp (G=37 %; B=33 %) Y3: N/A Y4: +2 from baseline Y5: +4 from baseline</p>	<p>B: Tajik: 54% ORF (G=58%; B=47%) 39% Reading Comp (G=43 %; B=33 %) Russian: 58% ORF (G=62%; B=57%) 34% Reading Comp (G=37%; B=33%)</p> <p>Y1: N/A Y2: 54% ORF (G=58%; B=47%) 39% Reading Comp (G=43 %; B=33 %) Russian: 58% ORF (G=62%; B=57%) 34% Reading Comp (G=37%; B=33%) Y3: N/A Y4: TBD Y5: TBD</p>	<p>Q1 : N/A Q2 : N/A Q3 : N/A Q4 : N/A</p>

Number	Indicator	Data Source, Collection Frequency, and Disaggregation	Baseline/Annual Targets/ LOP Target	Actuals	
				Annual	Quarterly
2 ES.1-2	Percent of learners targeted for USG assistance who attain minimum grade-level proficiency in reading at the end of grade 4	<p>Data source: Baseline, midline, endline EGRA</p> <p>Collection frequency: Three times during life of project</p> <p>Disaggregation: Urban/rural schools, region, language of instruction, sex</p>	<p>Baseline: Tajik: 41% ORF (G=50%; B=32%) 44% Reading comp., (G=47 %; B=38 %) Russian: 51% ORF (G=60%; B=46%) 48% Reading comp., (G=54 %; B=44 %)</p> <p>Y1: N/A</p> <p>Y2: Tajik: 41% ORF (G=50%; B=32%) 44% Reading comp., (G=47 %; B=38 %) Russian: 51% ORF (G=60%; B=46%) 48% Reading comp., (G=54 %; B=44 %)</p> <p>Y3: N/A</p> <p>Y4: +2 from baseline</p> <p>Y5: +4 from baseline</p>	<p>B: Tajik: 41% ORF (G=50%; B=32%) 44% Reading comp., (G=47 %; B=38 %) Russian: 51% ORF (G=60%; B=46%) 48% Reading comp., (G=54 %; B=44 %)</p> <p>Y1: N/A</p> <p>Y2: Tajik: 41% ORF (G=50%; B=32%) 44% Reading comp., (G=47 %; B=38 %) Russian: 51% ORF (G=60%; B=46%) 48% Reading comp., (G=54 %; B=44 %)</p> <p>Y3: N/A</p> <p>Y4: TBD</p> <p>Y5: TBD</p>	<p>Q1 : N/A</p> <p>Q2 : N/A</p> <p>Q3 : N/A</p> <p>Q4 : N/A</p>

Number	Indicator	Data Source, Collection Frequency, and Disaggregation	Baseline/Annual Targets/ LOP Target	Actuals	
				Annual	Quarterly
3 Supp-3	Percent of learners targeted for USG assistance who attain minimum grade-level proficiency in math at the end of grade 2	Data source: Baseline, midline, endline EGMA Collection frequency: Three times during life of project Disaggregation: Urban/rural schools, region, language of instruction, sex	B: TBD Y1: N/A Y2: Tajik: 38% G=35% (out of all girls) B= 42% (out of all boys) Russian: 53% G=49% (out of all girls) B= 56% (out of all boys) Y3: NA Y4: +2 from baseline Y5: +4 from baseline	B: 0 Y1: N/A Y2: Tajik: 38% G=35% B= 42% Russian: 53% G=49% B= 56% Y3: N/A Y4: N/A Y5: TBD	Q1 : N/A Q2 : N/A Q3 : N/A Q4 : N/A
4 Supp-5	Percent of learners attaining minimum grade-level proficiency in math at the end of grade 4 with USG assistance	Data source: Baseline, midline, endline EGMA Collection frequency: Three times during life of project Disaggregation: Urban/rural schools, region, language of instruction, sex	B: TBD Y1: N/A Y2: Tajik: 31% G= 25% (out of all girls) B= 37% (out of all boys) Russian: 41% G=34% (out of all girls) B= 46% (out of all boys) Y3: N/A Y4: +2 from baseline Y5: +4 from baseline	B: 0 Y1: N/A Y2: Tajik: 31% G= 25%B= 37% Russian: 41% G=34% B= 46% Y3: N/A Y4: TBD Y5: TBD	Q1 : N/A Q2 : N/A Q3 : N/A Q4 : N/A
Notes	There are no national benchmarks in Tajikistan that reflect the current national standards. Baseline and Y2 will be revised once these are established.				

Number	Indicator	Data Source, Collection Frequency, and Disaggregation	Baseline/Annual Targets/ LOP Target	Actuals	
				Annual	Quarterly
Component 1: Improved instruction and availability of supplemental materials related to reading subjects; and					
Component 2: Improved instruction and availability of supplemental mathematics materials					
Sub-component 1.1 and Sub-component 2.1: Effective Teacher Professional Development including In-Service and Pre-Service					
5 ES.1-6	Number of educators who complete professional development activities with USG assistance	Data source: EMIS Collection frequency: Quarterly Disaggregation: Target Group (Cohort), Sex, Type of school, Trained in reading instruction	B: 0 Y1: 0 Y2: 320 Y3: 27,025 Y4: 0 Y5: 27,345 (LOP)	B: 0 Y1: 0 Y2: 316 Y3: TBD Y4: TBD Y5: TBD	Q1: 316 Q2: 0 Q3: 0 Q4: 0
6 ES.2-52	Number of individuals affiliated with higher education institutions receiving capacity development with USG assistance	Data source: Project data Collection frequency: Quarterly Disaggregation: Focus of Capacity Building, Sex, Administrators, Faculty, Staff, Youth (under 30)	B: 0 Y1: 0 Y2: 0 Y3: 16 Y4: 424 Y5: 440 (LOP)	B: 0 Y1: 48 Y2: 46 Y3: TBD Y4: TBD Y5: TBD	Q1: 16 Q2: 9 Q3: 21 Q4: 0
7 ES.1-3	Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance	Data source: EMIS (updated with project data) Collection frequency: Quarterly Disaggregation: Region, Urban/rural, Language of instruction, Grade, Sex	B: 0 Y1: 0 Y2: 8,000 Y3: 727,142 Y4: 0 Y5: 735,142 (LOP)	B: 0 Y1: 0 Y2: 8,350 Y3: TBD Y4: TBD Y5: TBD	Q1: 8,350 Q2: 0 Q3: 0 Q4: 0
8 ES.1-50	Number of public and private schools receiving USG assistance	Data source: EMIS (updated with project data) Collection frequency: Quarterly Disaggregation: Region, Urban/rural, Language of instruction, Public/private	B: 0 Y1: 0 Y2: 100 Y3: 3,042 Y4: 0 Y5: 3,142 (LOP)	B: 0 Y1: 442 Y2: 80 Y3: TBD Y4: TBD Y5: TBD	Q1: 80 Q2: 0 Q3: 0 Q4: 0

Number	Indicator	Data Source, Collection Frequency, and Disaggregation	Baseline/Annual Targets/ LOP Target	Actuals	
				Annual	Quarterly
Notes	Indicator 5 - 8: Learn Together assumes that teachers will receive professional development through training in the years where targets are identified. In subsequent years, the teachers will continue to receive intensive coaching and mentoring. While the Performance Indicator Reporting Sheet (PIRS) does define coaching and mentoring as a countable activity, we do not intend to double-count teachers, and therefore we are counting them in Y2 for piloting and Y3 for rollout, as initially planned. The targets do not reflect our revised approach. Y5 represents the life of project goal. Please note that the numbers represent EMIS 2018 numbers, as agreed during our startup call for LTA. We have reduced 10% to account for EMIS inflation. Indicator 6 represents a revised rollout to HEIs. The materials will be created during Y2, pilot in Y3 with rollout in Y4. Y5 is the cumulative LOP goal.				
Sub-component 1.2 and Sub-component 2.2: Materials Development					
9 Custom	Number of primary or secondary textbooks and other TLMs provided with USG assistance	Data source: Project Data Collection frequency: Quarterly Disaggregation: Math or Reading, Type of materials, Language, Grade Level, procured or developed	B: 0 Y1: 0 Y2: 6,000 Y3: 800,000 Y4: 394,000 Y5: 1,200,000 (LOP)	B: 0 Y1: 1,400 Y2: 920 Y3: TBD Y4: TBD Y5: TBD	Q1 : 0 Q2 : 420 Q3 : 0 Q4 : 500
10 ES.1-55	Percent of primary grade learners targeted for USG assistance who have the appropriate variety of reading materials in the language of instruction with inclusive representation of diverse populations	Data source: Project Data Collection frequency: Quarterly Disaggregation: Language, Grade Level	B: 0 Y1: 0 Y2: 0 Y3: 0% Y4: 3% Y5: 3% (LOP)	B: 0 Y1: 0 Y2: 0 Y3: TBD Y4: TBD Y5: TBD	Q1 : 0 Q2 : 0 Q3 : 0 Q4 : 0

Number	Indicator	Data Source, Collection Frequency, and Disaggregation	Baseline/Annual Targets/ LOP Target	Actuals	
				Annual	Quarterly
Notes	<p>Indicator 9: Targets for Indicator 9 do not reflect the rollout of the pilot and full training approach. While we intend that the majority of the procurement be distributed prior to the end of Year 3, we know and understand that often there are delays in approvals from local government counterparts, which is why there is a healthy procurement anticipated in Year 4. The LOP target remains 1.2 million TLM.</p> <p>Indicator 10: Due to the prescriptive definition in the Standard PIRS about what constitutes an “appropriate variety of reading materials” for learners, specifically the MoES’ reluctance to approve decodable readers, the lack of appropriately levelled readers available in most schools (as provided by other donors and government), and Learn Together’s budget and contractual obligations, we expect to make only conservative progress on this indicator over time. Upon reviewing the standard PIRS, we have reduced this indicator further as it is unlikely that we will identify sufficient package early in implementation, though over time we may learn of schools with sufficient resources to meet this indicator.</p>				
Component 3: Increased government capacity to develop and implement cohesive primary education policies and programs					
Sub-component 3.1: Systems Strengthening and improved organizational performance					
11 ES.1-12	Number of education administrators and officials who complete professional development activities with USG assistance	Data source: Project Data Collection frequency: Quarterly Disaggregation: Position, sex	B: 0 Y1: 60 Y2: 200 Y3: 3,292 Y4: 0 Y5: 3,552 (LOP)	B: 0 Y1: 154 Y2: 509 Y3: TBD Y4: TBD Y5: TBD	Q1: 59 Q2: 138 Q3: 196 Q4: 116
12 ES.2-1	Number of host country higher education institutions receiving capacity development support with USG assistance	Data source: Project Data Collection frequency: Quarterly Disaggregation: Type of institution, Public/Private, Region	B: 0 Y1: 0 Y2: 4 Y3: 18 Y4: 0 Y5: 22 (LOP)	B: 0 Y1: 0 Y2: 27 Y3: TBD Y4: TBD Y5: TBD	Q1: 17 Q2: 4 Q3: 6 Q4: 0
13 CBLD-9	Percent of U.S. Government-assisted organizations with improved performance	Data source: Project Data Collection frequency: Quarterly Disaggregation: Type of institution	B: 0 Y1: 0 Y2: 80% Y3: 80% Y4: 80% Y5: 80%	B: 0 Y1: 0 Y2: 0 Y3: TBD Y4: TBD Y5: TBD	Q1: 0 Q2: 0 Q3: 0 Q4: 0

Number	Indicator	Data Source, Collection Frequency, and Disaggregation	Baseline/Annual Targets/ LOP Target	Actuals	
				Annual	Quarterly
Notes	Indicator 13 – As USAID LTA has clarified its capacity building approach within the past few months, we will seek COR approval to change this indicator and replace with a more appropriate one.				
Sub-component 3.2: Innovations					
14	Number of new products, approaches, creations, adaptations or refinements of a solution, or applications from another field or discipline for literacy and/or numeracy	Data source: Project Data Collection frequency: Quarterly Disaggregation: Grade level, language of instruction, target audience, innovation type	B: 0 Y1: 0 Y2: 25 Y3: 30 Y4: 15 Y5: 70 (LOP)	B: 0 Y1: 2 Y2: 31 Y3: TBD Y4: TBD Y5: TBD	Q1: 0 Q2: 7 Q3: 22 Q4: 2
Notes	N/A				
Sub-component 3.3: Strengthen Public and Private Partnerships					
15 ES.1-13	Number of parent teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance	Data source: Project Data Collection frequency: Quarterly Disaggregation: Region, Language of Instruction	B: 0 Y1: 0 Y2: 100 Y3: 1,500 Y4: 910 Y5: 2,510 (LOP)	B: 0 Y1: 0 Y2: 0 Y3: TBD Y4: TBD Y5: TBD	Q1: 0 Q2: 0 Q3: 0 Q4: 0
16 Custom	Number of reinforcement and out-of-school activities held	Data source: Project Data Collection frequency: Quarterly Disaggregation: Region, Language of Instruction, Type of Activity, Grade Level	B: 0 Y1: 0 Y2: 50,000 Y3: 500,000 Y4: 500,000 Y5: 1,050,000 (LOP)	B: 0 Y1: 0 Y2: 0 Y3: TBD Y4: TBD Y5: TBD	Q1: 0 Q2: 0 Q3: 0 Q4: 0
Notes	Indicator 15 and 16: Given the approach under LTA has proven to be different from RWM, USAID LTA will seek COR approval to change these indicators during Year 3.				

Number	Indicator	Data Source, Collection Frequency, and Disaggregation	Baseline/Annual Targets/ LOP Target	Actuals	
				Annual	Quarterly
Crosscutting					
17 Custom	Percent of women participating in school management and other decision making	Data source: Annual survey, project files Collection frequency: Annually Disaggregation: Region, Position	B : 0 Y1 : 0 Y2 : 0 Y3 : 30% Y4 : 35% Y5 : 40%	B : 0 Y1 : 0 Y2 : 0 Y3 : TBD Y4 : TBD Y5 : TBD	Q1 : 0 Q2 : 0 Q3 : 0 Q4 : 0
18 Custom	Number of public outreach activities/media campaigns held	Data source: Project Files Collection frequency: Quarterly Disaggregation: Region, Language, Type of campaign	B: 0 Y1: 0 Y2: 6 Y3: 4 Y4: 5 Y5: 18 (LOP)	B: 0 Y1: 0 Y2: 5 Y3: TBD Y4: TBD Y5: TBD	Q1 : 0 Q2 : 0 Q3 : 0 Q4 : 5
Note	Indicator 17: This indicator was revised in Y1 to reflect the difficulty in collecting data against it without a formal agreement in place between USAID and the relevant governmental institution in Tajikistan. During Year 3, once implementation is under way, LTA may request changes to this indicator should we find a more suitable indicator that LTA can clearly influence. Indicator 18 made progress at the end of the year due to the signing of the MOU, however it was late in the year to be able to meet the overall target. The LOP target remains unchanged.				

Planned Activities for FY2023

Below we present USAID LTA's key activities for the next year, with priorities for programming during the next reporting period including a quarterly list of public events to be organized by the project during the coming three months. A more detailed breakdown can be found in USAID LTA's Year 3 Work Plan.

Component 1: Improved Instruction And Availability Of Supplemental Materials Related To Reading Subjects

Sub-component 1.1: Effective Teacher Professional Development (PD) including In-Service and Pre-Service

Per the approved Year 3 workplan, USAID LTA will pilot the teacher training program, and build the skills of government entities to serve as training facilitators, mentors, and monitors. USAID LTA will collect and gather data through classroom observations (mentors, monitors, interviews, focus groups, and self-reported reflections) to provide recommendations on the teaching and learning standards developed during Year 2. Furthermore, USAID LTA will conduct an initial 28-week training cycle and certification process in 400 schools (374 Tajik and 26 Russian). USAID LTA will also collect data on teacher uptake of the new training approach and generate a report to identify areas where improvements can be made to enhance the effectiveness of training delivery and/or materials. USAID LTA will also prepare a pre-service package for an initial five HEIs and pedagogical colleges in Tajikistan. Activities under sub-component 1.1 will gain success through close collaboration with MoES and HEIs.

Sub-component 1.2: Materials Development

In Year 3 USAID LTA will print and disseminate ten titles of braille books to provide accessible materials to students, as well as identify at least ten books to be developed into audiobooks and/or sign language books, leading to improved learning outcomes for marginalized groups including blind and low vision students. The groundwork from Year 2 will also allow USAID LTA to continue to develop and print books in Tajik and Russian, print RWM book packages for 20 percent of schools, and develop teacher's syllabus guides. Further, after submitting the EGRA/EGMA/SEL report at the end of Year 2, during Year 3 USAID LTA will work with USAID to reach a final product that can be shared with partners, to then later be translated into Tajik and presented to local counterparts.

Component 2: Improved Instruction And Availability Of Supplemental Math Materials

Sub-component 2.1: Effective Teacher PD (for pre-service and in-service)

Working hand in hand with sub-component 1.1, USAID LTA will continue to provide teacher professional development for pre-service and in-service activities. Activities under sub-component 2.1 directly mirror those in 1.1.

Sub-component 2.2: Materials Development

In Year 3, USAID LTA will finalize, print, and disseminate 140 math and numeracy cards for grades 1-4. The math and numeracy cards will be distributed with the books mentioned above in sub-component 1.2. The project will also finalize 50 universal student learning cards, which will reinforce skills in both literacy and math. USAID LTA will finalize teacher's guides for math that includes four syllabus guides (one per grade) in both Tajik and Russian. USAID LTA will also continue market research on math manipulatives started in Year 2 and will procure and distribute the manipulatives in Year 3 as supply chains allow. As mentioned in subcomponent 1.2, USAID LTA will work with USAID to finalize the EGRA/EGMA/SEL report USAID and share with partners.

Component 3: Increased Government Capacity To Develop And Implement Cohesive Primary Education Policies And Programs

Sub-component 3.1: Systems Strengthening and Improved Organizational Performance

In Year 3, USAID LTA will conduct quarterly meetings with the MoES and affiliates on a regional and national level. These meetings will ensure collaboration on key project activities and that stakeholders are involved in strategic planning. USAID LTA will also support the MoES on developing the policy documentation and regulations to provide opportunities to for re-training programs that respond to the needs of the different groups of primary teachers.

Sub-component 3.2: Innovations

In Year 3, USAID LTA will expand upon the groundwork laid by the activity in Years 1 and 2, and by the predecessor project RWM. USAID LTA will finalize the mobile app Kitobdust to include new books for grades 3 and 4. USAID LTA is also developing a mobile math application aimed at students in grades 1-4. USAID LTA will also expand on the partnerships developed during RWM by filming new episodes of the TV program "Time to Learn" with an emphasis on reading and critical thinking (math). The partnership with Radio Vatan will also increase to introduce mathematics radio programming.

Sub-component 3.3: Strengthen Public and Private Partnerships

In Year 3, USAID LTA will build on Year 2 successes to continue collaborating with other donors and implementers. In particular, USAID LTA will collaborate with UNICEF to develop sign language materials. USAID LTA will also partner with the private sector to promote the innovations mentioned in subcomponent 3.2 such as apps and reading materials. USAID LTA will update the school-based summer camp program to include mathematics activities. Finally, USAID LTA will continue to organize and participate in outreach events such as Literacy Day to promote the importance of learning and connect with communities.

Figure 54. Tentative Quarterly Workshops and Trainings

Title of Trainings	Activity Result #	Number of Training Days	Period/Quarter	# of Participants	Participants	Level (National/Regional)	Place
Training of CBMU level Trainers	1.1.2a	14	Y2 Q4/Y3 Q1 September 17 - November 19, 2022	250	CBMU level trainers	District	68 districts of Tajikistan
2-days workshop for Standards Pilot Mentors and MOES Standards Pilot Monitors and Evaluators (Russian Language Schools)	Activity 1.1.1	2	Y3 Q1 October 21-22, 2022	4	Pilot Mentors	National	Dushanbe Tajikistan
Training for Standards Pilot Mentors and MOES Standards Pilot Monitors and Evaluators (Tajik Language Schools)	Activity 1.1.1 and Activity 2.1.1	5	Y3 Q1 October 24-28, 2022	37	Pilot Mentors	National	Dushanbe Tajikistan
4-day training for Standards Pilot Teachers (Russian Language Schools)	Activity 1.1.1	4	Y3 Q1 October 29, November 12 19, 26, 2022	32	Pilot teachers	Regional	Dushanbe, Khujand, Bokhar
Training for Standards Pilot Teachers (Tajik Language Schools)	Activity 1.1.1 and Activity 2.1.1	5	Y3 Q1 November 1-5, 2022	284	Pilot Teachers	Regional	Dushanbe and Regions of Tajikistan
Regional Round Table on Presentation of the Revised HEI Package	1.1.4a	3	Y3 Q1 November 21-23, 2022	42	Target Faculty Staff	Regional	Dushanbe and DRS
Regional Round Table on Presentation of the Revised HEI Package	1.1.4a	3	Y3 Q1 November 28-30, 2022	36	Target Faculty Staff	Regional	Khujand, Soghd
Regional Round Table on Presentation of the Revised HEI Package	1.1.4a	3	Y3 Q1 December 5-7, 2022	36	Target Faculty Staff	Regional	Kulob, Khatlon

EGRA/EGMA/SEL Dissemination Workshop	1.2.5a (2.2)	2	Y3 Q1 December 5-9, 2022	85	MoES, AoE, EDI, RTMC, RITTI, RED, Target DEDs, International Partners	National	Dushanbe, Tajikistan
SEL and and UDL training for 22 pilot HEIs	1.1.4a	3	Y3 Q1 December 12-14, 2022	22	Target Faculty Staff	National	Dushanbe, Tajikistan
Series of Workshop for Pilot HEIs	1.1.4a	5	Y3 Q2 January 2 - 30, 2023	75	Target Faculty Staff	Regional	Dushanbe, Bokhtar, Khujand
Round Table on presentation of the Pilot Results of HEI revised syllabus	1.14b	2	Y3 Q4 July 12-13, 2023	58	Target HEIs	National	Dushanbe, Tajikistan
ToT for HEI National Trainers	1.14b	5	Y3 Q4 July 25 - 15 August, 2023	110	22 HEIs in the Republic of Tajikistan	Regional	Dushanbe and Regions of Tajikistan
CBMU Level Trainers TOT for national roll out	1.1.2d and 2.1.2	12	Y3 Q4 August 11 - 23, 2023	1100	CBMU level trainers	District	68 districts of Tajikistan
Training for HEI faculty staff on implementation of 4 revised subject curriculum	1.14b	4	Y3 Q4 August 16 - August 30, 2023	208	22 HEIs in the Republic of Tajikistan	Regional	Dushanbe and Regions of Tajikistan
Training for HEI faculty staff on implementation of revised student's practicum	1.14b	3	Y3 Q4 August 16 - August 30, 2023	176	22 HEIs in the Republic of Tajikistan	Regional	Dushanbe and Regions of Tajikistan
School Directors Training and Rollout	1.1.3c	5	Y3 Q4 Aug-23	2415	Target School Directors	District	68 districts of Tajikistan



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SUCCESS STORY

USAID CELEBRATES INTERNATIONAL LITERACY DAY



“Our children are very gifted. Especially children from remote regions. They try to show their potential, show what they are capable of, and reveal it through such important events as International Literacy Day. Specialized corners, theatrical performances, reading books, math lessons, and competitions are important motivators for successful study and further growth of our young students,” said Deputy Principal of Shugnan district school # 11.



Photos by USAID Learn Together Activity

The USAID Learn Together Activity (LTA) and the Ministry of Education and Science (MoES), celebrated International Literacy Day between September 20 and October 6, 2022, to promote the importance of reading and math, as well as social and emotional development in five remote schools in Tajikistan. USAID staff, regional counterparts, and more than 500 primary school students and 100 teachers celebrated these public events under this year’s global theme “transforming literacy learning spaces,” to rethink the fundamental importance of literacy learning spaces for sustainability and the provision of quality, equitable and inclusive education.

All targeted recipients in primary grades 1-4 actively participated in practical sessions to demonstrate their mathematics, reading, and social and emotional development skills, as well as their motivation in learning and having fun. The students had interactive sessions to learn about ways to manage their emotions, accept their uniqueness, and dream about endless possibilities of the future. A second-grade student from school #59 in Faizabad district stated “in the social and emotional learning corner, we laughed a lot and blew bubbles. I love it. I didn’t know that blowing soap bubbles was so exciting.”

Primary students also enjoyed theatrical performances, recited poetry, and were awarded certificates and prizes for drawings in response to the topics “pollution - the environment” and “the earth is our common home.” Students also prepared over 800 drawings illustrating the diversity of the flora and fauna in their regions and the consequences of not preserving the environment.

The International Literacy Day celebrations were both successful and a pertinent reminder of the importance of acquiring knowledge and practicing new skills and abilities.

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SUCCESS STORY 2



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SUCCESS STORY

USAID HELPS UNLEASH TEACHER'S POTENTIAL



The USAID Learn Together Activity (LTA) is assisting the Ministry of Education and Science (MoES) to train primary school teachers from grades 1-4 on modern teaching methods while also providing them with mentors to guide them as they become more confident and comfortable implementing innovative approaches in their classrooms. Since October 2020, the program has trained more than 5,000 teachers on these new training methods.



“Everything we receive, we must give back” –primary grade teacher from Presidential School in Khorugh, Gorno Badakshan Autonomous Oblast.

Photos by USAID Learn Together Activity

One of the primary grade teachers from Presidential School in Khorugh dreamed of becoming a teacher, as she was brought up in a well-educated family with supportive parents who were schoolteachers themselves. After graduating from university and obtaining a teacher's diploma, she received an offer to work at a university, but preferred to become a schoolteacher. In 2011, she was hired as a teacher at the newly opened Presidential School in Khorog, and she has worked there ever since. “While working at the school, many teachers left the country in search of a better life. I also had the prerequisites to leave the country, get another job, and even go into business, but the passion for teaching took over after, especially after my involvement with USAID Read with Me project in 2019, and then to USAID LTA in 2020. Since then, I am empowering my instruction approaches and techniques on positive learning environment and formative assessment through USAID trainings, not missing a single one. If I say that the USAID LTA opened a new page a new world in my professional career and even in my life, I wouldn't be mistaken. My self-esteem increased, and I begin to believe in myself can safely apply the modern instruction techniques in the classroom.”

With the help of experienced trainers, she was able to refine her teaching techniques, such as “active listening,”



Teachers studying new teaching methods with USAID LTA specialists at a training in Khorugh.



“designing students exemplar,” and “positive framing.” Children always enjoy classes and what she presents.

She is currently a regional-level trainer responsible for dissemination of modern pedagogy instruction and techniques among her colleagues to strengthen their capacity as well to improve student learning outcomes. To become the trainer, she went through a competitive selection process organized by USAID in collaboration with RITTI. She demonstrated excellent teaching skills, and also worked as school-based trainer, mentor and district level trainer before selection and approval by MoES. she has visited different regions of the country as part of her responsibility with USAID LTA, to promote capacity building of her colleagues in Bokhtar, Darvoz, Dushanbe, Gissar, and Murgab so that others can also succeed.

ANNEX A. REPORTS, ANALYSES, PRESENTATIONS, AND OTHER KEY DOCUMENTS PRODUCED DURING THE REPORTING YEAR

Please find below a description of all MoES Orders, reports, analyses, presentations and other key documents produced during the fiscal year.

Sub Component	MoES Orders
I.2.4/2.2.3	Order # 03 (18) 02-367 from February 21, 2022. "EGRA/ EGMA/ SEL Operational Pilot assessment, Enumerators' Training" (March 3-5 and March 9-11)
I.2.4/2.2.3	Order # 03 (21) 02-654 from March 28, 2022. "ToT for EGRA/ EGMA/ SEL Baseline assessment" (March 25, 26-28)
I.2.4/2.2.3	Order # 03 (21) 02-654 from March 28, 2022. "SSME/SEL Enumerators Training" (March 29-31)
I.2.4/2.2.3	Order # 03 (21) 02-654 from March 28, 2022. "EGRA/ EGMA/ SEL Baseline assessment Training" (April 2-9)
I.2.2/2.2.1	Order # 03 (18) 02-963 from April 20, 2022. "Three-day workshop for developers of supplementary materials" (April 21-23)
I.1.6a	Order # 05 (33) 02-614 from May 06, 2022. "Seminar for members of working groups on four pre-service subjects and materials for teaching practice of students" (May 11-13)
I.1.6a	Order # 05 (33) 02-614 from May 06, 2022. "Final workshop for members of WG on developing teaching materials for 4 pre-service subjects" (May 23-27)
I.1.1c	Order # 03 (18) 03-213 from June 08, 2022 "Workshop for the preparation of additional teaching materials (Chrestomathy and language practice book)" (June 9-10)
I.2.2/2.2.1	Order # 03 (18) 03-765 from August 12, 2022. "Three-day workshop for assessment group of standards and syllabus Tajik schools " (August 15-17)
I.2.2/2.2.1	Order # 03 (18) 03-766 from August 12, 2022. "Five days training of national teacher trainers and training monitors" (August 16-20 & August 23-27)
I.1.1	Order # 03 (18) 01-571 from September 15, 2022 "On branding and marketing of the MoES strategic documents" (September 15, 2022)

I.1.4b	Order # 03(18)/03 - 650 from September 20, 2022. "Training of national and regional trainers for piloting teachers' professional development in 400 schools" (September 17, 2022 – June 12, 2023)
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Activity Number	Material/Report/Product
I.1.1	Tajik Language Standards and Syllabus for grades 1-4
I.1.1	Math Subject Standards and Syllabus for grades 1-4 for Tajik Schools
I.1.1	State (Tajik) Language Standards and syllabus for grades 2-4 for Russian, Uzbek, Kyrgyz, and Turkmen language secondary general education schools
I.1.1	Russian Language Standards and Syllabus for grades 2-4 for Tajik Language Schools
I.1.1	Nature (Environmental Studies) Subject Standards and Syllabus for grades 1-4
I.1.1	Art and Crafts Subject Standards and Syllabus for grades 1-4
I.1.1	Physical Education Subject Standards and Syllabus for Grades 1-4
I.1.1	English Language Subject Standards and Syllabus for Grades 2-4
I.1.1	Russian Literature Subject Standards and Syllabus for Grades 1-4 for Tajik Language Schools
I.1.1	Russian Literature Subject Standards and Syllabus for Grades 1-4 for Russian Language Schools
I.1.1	Russian Language Subject Standards and Syllabus for Grades 1-4 for Russian Language Schools
I.1.1	Music and Song Subject Standards and Syllabus for grades 1-4 for Tajik Language Schools
I.1.5	Teacher's Toolkit - methodological one-pagers for every teaching technique, samples of teacher's work, lesson plan scripts
I.1.5	Teacher's Workbook - tasks for face-to-face workshops, handouts, and series of weekly assignments for teachers, classroom observation and lesson plan evaluation checklists
I.1.5	Trainer's Guide - session scripts and tips for trainers for all 14 Saturday face-to-face workshops
	School directors training handbook (draft)
I.1.6	Syllabus, educational and methodical materials for teachers and students in methodology of teaching Tajik language (HEI) (parts 1, 2, and 3)
I.1.6	Syllabus and teaching and methodical materials for teachers and students in methodology of teaching mathematics (HEI)(parts 1, 2, and 3)
I.1.6	Syllabus and educational and methodological materials for teachers and students in the field of pedagogy: "introduction to the pedagogy", theory of education/upbringing, and theory of learning (HEI)
I.1.6	Syllabus and educational and methodological materials for teachers and students in the field of psychology: general psychology, age psychology, and pedagogical psychology (HEI)

I.1.6	Educational program for educational and pedagogical practicum of students of the department and faculties of the primary education specialization pedagogical higher education institutions (HEI)
I.1.6	Educational and methodical materials for the methodologist/instructors of the pedagogical higher education institutions majoring in primary education
I.1.6	Educational and methodical material for the methodologist of pedagogy on the organization and implementation of students practicum in pedagogical higher education institutions
I.1.6	Educational and methodical material for the methodologist of pedagogy on the organization and implementation of internships for students majoring in primary education
I.1.6	Educational and methodical materials for the methodologist of the department on the organization and conduct of internships for students majoring in primary education
I.1.6	Educational and methodical material for the methodologist of the discipline of psychology on the organization and conduct of internships for students majoring in primary education
I.2.2a	Chrestomathy - "Collection of Best Children's Stories" for Grade 1
I.2.2a	Chrestomathy - "Collection of Best Children's Stories" for Grade 2
I.2.2a	Chrestomathy - "Collection of Best Children's Stories" for Grade 3
I.2.2a	Chrestomathy - "Collection of Best Children's Stories" for Grade 4
I.2.4	Early Grade Reading Assessment baseline data collection instruments for Grade 2 for Tajik and Russian Schools
I.2.4	Early Grade Reading Assessment baseline data collection instruments for Grade 4 for Tajik and Russian Schools
I.2.4	Early Grade Mathematics Assessment baseline data collection instruments for Grade 2 for Tajik and Russian Schools
I.2.4	Early Grade Mathematics Assessment baseline data collection instruments for Grade 4 for Tajik and Russian Schools
I.2.4	Social Emotional Learning baseline data collection instruments for Grade 2 for Tajik and Russian Schools
I.2.4	Social Emotional Learning baseline data collection instruments for Grade 2 for Tajik and Russian Schools
I.2.4	Snapshot of School Management Effectiveness (SSME) tools for baseline data collection
3.2.6	Regulation on CBMU competition for creative spaces
Management	Site Selection Plan
Management	Quarter 1 Report
Management	Quarter 2 Report
Management	Quarter 3 Report
Management	Year 3 Annual Work Plan
Management	EGRA/EGMA/SEL Baseline Report

ANNEX B. STATUS REPORT ON PROGRESS, DELAYS, AND ISSUES

Please see Section: Challenges Encountered and Lessons Learned for status reports on the progress, delays, and issues with the implementation of the action plans in target municipalities/sectors.




ANNEX C. OTHER CONTRACT REQUIREMENTS




LTA's contract includes annex requirements for an environmental checklist for each selected construction sites and a summary list of sub-grants (if any) issued during the quarter/year.




These are not included as LTA does not do construction activities or have sub-grants.




Attachment 1. Social media posts



Information Resources from Y2




Information Resource	Subject	Source	Language	Date
<p>Chemonics International</p> 	<p>Chemonics and One World Network of Schools create institutional partnership</p>	<p>Chemonics International website</p> <p>https://chemonics.com/news/new-s-chemonics-and-one-world-network-of-schools-create-institutional-partnership/</p>	<p>English</p>	<p>January 2022</p>
<p>U.S. Embassy in Tajikistan</p> 	<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.</p>	<p>U.S. Embassy in Tajikistan Facebook page</p> <p>https://www.facebook.com/usembassy.dushanbe/posts/293485902825800</p>	<p>Tajik and English</p>	<p>January 2022</p>
<p>Ministry of Education and Science Department in Tursunzoda</p> 	<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"</p>	<p>Department of Education in Tursunzoda Facebook page</p> <p>https://www.facebook.com/zoir.95.zoir/posts/305740411579514</p>	<p>Tajik</p>	<p>January 2022</p>


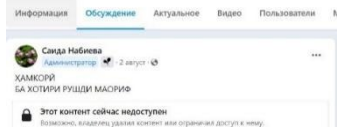


<p>Inclusive Development Partners (IDP)</p>  <p>Including Children with Disabilities in Early Grade Math Assessments: Lessons from Tajikistan</p> <p>Dr. Chingizfar Jamshidov, IDP Consultant, Associate Professor at University of Khuzestan</p>	<p>Including children with disabilities in early grade math assessments: lessons from Tajikistan</p>	<p>Inclusive Development Partners website</p> <p>https://www.inclusivedevpartners.com/supporting-idps-world-bank-funded-egma-pilot-in-tajikistan/</p>	<p>English</p>	<p>February 2022</p>
<p>U.S. Embassy in Tajikistan</p>  <p>U.S. EMBASSY, DUSHANBE, TAJIKISTAN</p> <p>@USAID талош дорад, то ки ҳар як кӯдак битавонад ба забони модарии худ афсона хонад.</p> <p>USAID беш аз 1,3 миллион китобро дар қолабҳои гуногун, аз ҷумла нуҳсои аънавани чопӣ, хати брайл, ҷоли қалон, аудиокитобҳо барои бо овози баланд хондан, шақли рақами бо аудио ва аниматсияҳо ва замимаҳои мобилро нашр кард, то ин ҳикояҳо барои ҳама қобили дастрас бошанд.</p> <p>Хондани ин ҳикояҳо ва афсонаҳои ҷолиб ба донишҷӯён қурак мекунад, ки лугатҳои навро аз худ карда ва онҳо ба забони модарӣ... Ғаф</p> <p>USAID PROVIDES ENGAGING MATERIALS FOR READING IN MOTHER TONGUE</p> <p>USAID барои хондан ба забони модарӣ қувватҳои навро дорад.</p>	<p>USAID is making sure that every child can read fairytales in their mother tongue.</p> <p>USAID published more than 1.3 million books in different formats including 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. Reading these interesting stories and fairytales helps students learn new vocabulary and makes it easier for them to speak their mother tongue.</p>	<p>U.S. Embassy in Tajikistan Facebook page</p> <p>https://www.facebook.com/login/?next=https%3A%2F%2Fwww.facebook.com%2Fusembassy.dushanbe</p>	<p>Tajik and English</p>	<p>February 2022</p>
<p>Inclusive Development Partners</p>  <p>Learn Together Activity (LTA)</p> <p>USAID's Learn Together Activity (LTA) is a five-year partnership that helps improve the quality of and access to primary and secondary education in Tajikistan. The project focuses on improving the quality of and access to primary and secondary education in Tajikistan. The project focuses on improving the quality of and access to primary and secondary education in Tajikistan.</p> <p>Project Highlights</p> <p>• Analysis of the national curriculum and the use of digital content to improve the quality of and access to primary and secondary education.</p> <p>• Training of teachers on the use of digital content to improve the quality of and access to primary and secondary education.</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</p>	<p>Inclusive Development Partners website</p> <p>https://www.inclusivedevpartners.com/tajikistan/</p>	<p>English</p>	<p>February 2022</p>




	curricula and educational materials.			
<p>Chemonics International</p> 	<p>The USAID Read with Me Activity 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 International YouTube channel</p> <p>https://www.youtube.com/watch?v=gfLWZsvixYM</p>	English	February 2022
<p>Chemonics International</p> 	<p>Fayziddin Niyozov of the USAID Learn Together Activity (LTA) 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 International YouTube channel</p> <p>https://www.youtube.com/watch?v=wHUnfQpAF8</p>	English	March 2022
<p>Ministry of Education and Science</p> 	<p>Good news. Another support for education from USAID LTA.</p> <p>It should be noted that this website is funded by USAID LTA and will facilitate the work of teachers in educational institutions in Tajikistan</p>	<p>Ministry of Education and Science Facebook page</p> <p>https://www.facebook.com/groups/263734678326701/posts/725968605436637/</p>	Tajik	April 2022
	<p>Post about International Children's Book Day explaining that from 2018 to 2021, 1,308,720 age-appropriate books were donated to 3,001 schools in the Republic of Tajikistan</p>	<p>U.S. Embassy in Tajikistan Facebook page</p> <p>https://www.facebook.com/usembassy.dushanbe/posts/pfbid02</p>	Tajik English	April 2022


<p>U.S. Embassy in Tajikistan</p> 		<p>AVnrFPYqj8NBy Sy9foPANLs7Eif5 8PHUWCvXW 282tqrbQ5x8a4 azMZHJBZELK XErl</p>		
<p>Ministry of Education and Science</p> 	<p>A meeting was held on April 25 in the meeting hall of the Ministry of Education and Science between the Minister of Education and Science Rahim Saidzoda, the Ambassador of the United States of America to Tajikistan John Mark Pommersheim, and the United States Agency for International Development in Tajikistan (USAID) Mission Director Peter Riley. First Deputy Minister of Education and Science Jamshed Jurazoda, Deputy Minister of Education and Science Shukrullo Khairzoda, USAID's Education Director Angelique Mahal and other government officials also participated.</p>	<p>Ministry of Education and Science website</p> <p>https://maorif.tj/ahborot/vohrii-ram-saidzoda-bo-on-mark-pommershajm</p>	<p>Tajik</p>	<p>April 2022</p>
<p>Chemonics International</p> 	<p>Innovating techniques and technology to improve education in Tajikistan.</p>	<p>Chemonics International website</p> <p>https://www.chemonics.com/innovating-techniques-and-technology-to-improve-education-in-</p>	<p>English</p>	<p>April 2022</p>



		tajikistan/?fbclid=IwAR3OEw0oW59wt3Zj_2VmWOcDo0rDxUCS5qxyt502pGpYwa9BLYbx8Bts_hTs		
<p>Ministry of Education and Science</p> <p><small>Модустегер: НАҶМИДДИНОВ, Сафарбек СОБИРОВ, Ҳарамзодани Донишхонадаи ҷумҳуриявии таълими ултисос ва бозоркуни қорамандони соҳии маориф</small></p>  <p><small>Ғауфҷон Дабобов, Марҷи Сафарзода ва ғайр. 22. Коментариҳо: 2. Поделилиҳо: 2.</small></p>	<p>See it, Name it, Do it The issue of competence and professional development of teachers has become more important than ever before, and with the understanding of the need beyond the Republican Institute of Professional Development and Professional Retraining of Education Workers and its branches, special attention is paid to the promotion of professional skills of teachers.</p>	<p>MoES Facebook page</p> <p>https://www.facebook.com/groups/263734678326701/permalink/750880886278742/</p>	Tajik	May 2022
<p>Ministry of Education and Science Department of Education of Khatlon region</p>  <p><small>Ҷамал Осирубеков, Нурра Хатлонова ва ғайр. 12. Коментариҳо: 3. Поделилиҳо: 9.</small></p>	<p>USAID LTA meeting and implementation review with the Department of Education of Khatlon region. Ghazalshah Safarzoda, was met with representatives of the USAID Learn Together Activity, which is being implemented in the territory of Khatlon region. Acting director of the project Annie McHugh, Deputy Director Nakhat Abdulofizov, and MoES coordinator Abdujabor Aliyev took part in this meeting to discuss several important implementation issues.</p>	<p>Ministry of Education and Science Facebook page</p> <p>https://www.facebook.com/groups/705767043748759/permalink/752695692389227/</p>	Tajik	May 2022
<p>Ministry of Education and Science Department of Education of Khatlon region</p>	<p>On Children's Day, the leadership of Khatlon region thanked strategic partners and distributed diplomas, letters of thanks and symbolic gifts to organizations and individuals who</p>	<p>Ministry of Education and Science Facebook page</p> <p>https://www.facebook.com/groups/</p>	Tajik	June 2022

	<p>contribute to the development of children. This was carried out by the Executive Body of the state power of Khatlon region and the Department of Education of the region.</p>	<p>705767043748759/permalink/762319961426800/</p>		
<p>Ministry of Education and Science</p> 	<p>Seminar on summer camps for children</p>	<p>Ministry of Education and Science Facebook page</p> <p>https://www.facebook.com/105842642050256/posts/139036738730846/</p>	<p>Tajik</p>	<p>June 2022</p>
	<p>The Memorandum of Understanding signing ceremony between the Government of Tajikistan and the Government of the United States of America regarding the implementation of the new project of the United States Agency for International Development (USAID) in Tajikistan "Let's learn together" Activity was held at the meeting hall of the Ministry of Education and Science.</p>	<p>Ministry of Education and Science website</p> <p>https://www.maorif.tj/ahborot/oid-ba-lojai-biyozamro-omzem-yoddoshti-tafoum-ba-imzorasid</p>	<p>Tajik,</p>	<p>August 2022</p>

<p>Ministry of Education and Science</p>  <p>Маҷаллаи «Маорифи Тоҷикистон» Общедоступная группа · 35,1 тыс. участников (ев)</p> 		<p>Ministry of Education and Science Facebook page</p> <p>https://www.facebook.com/groups/263734678326701/?multi_perma_links=818366052863558&ref=share</p>	Tajik	August 2022
<p>Ministry of Education and Science Department of Education of Khatlon region</p> <p>Раёсати маорифи вилояти Хатлон Общедоступная группа · 4,0 тыс. участников (ев)</p> 	<p>The head of the Department of Education of Khatlon region, Ghazalshah Safarzoda, together with development partner representatives, visited the special classrooms of educational institution number 5 of Bokhtar for children with limited opportunities and presented the children with reading materials as gifts.</p>	<p>Ministry of Education and Science Department of Education of Khatlon Facebook page</p> <p>https://www.facebook.com/groups/705767043748759/permalink/840074863651309/</p>	Tajik	September 2022
<p>U.S. Embassy in Tajikistan</p> 	<p>USAID Mission Director Peter Riley and the Minister of Education and Science of Tajikistan Rahim Hamro Saidzoda signed a Memorandum of Understanding on the implementation of the USAID Learn Together Activity.</p>	<p>U.S. Embassy in Tajikistan Facebook page</p> <p>https://www.facebook.com/usembassy.dushanbe/posts/pfbid0VUH4rNWNrE9eQXasz7h5jA9vFB8Jxex1Vw7rk67g9vGYueFh5csZ6RwM3X3yafEBI</p>	Tajik, English	August 2022
	<p>Happy International Literacy Day! Everyone should have access to quality education! Education is crucial for</p>	<p>U.S. Embassy in Tajikistan Facebook page</p>	English Tajik	September 2022

<p>U.S. Embassy in Tajikistan</p> 	<p>building empowered people particularly the most marginalized and disabled communities. Between 2021-2022 USAID has delivered 2,350 books in Braille and large fonts to specialized schools for blind and visual impairment children in Dushanbe, Hissor, Bokhtar, Vahdat, Kulob, Khujand, Panjakent and Isfara. Thanks to that more than 700 children with visual impairment in grades 1-4 have access to quality education now.</p>	<p>https://www.facebook.com/usembassy.dushanbe/posts/pfbid0357sTqCxURAcPTePxX9ykifMLePCxoYUakyxBDXohtQhIUkTww4xLxEgJYSTwM647Jl</p>		
<p>U.S. Embassy in Tajikistan</p> 		<p>U.S. Embassy in Tajikistan website</p> <p>https://tj.usembassy.gov/</p>	<p>English</p>	<p>September 2022</p>
<p>U.S. Embassy in Tajikistan</p> 	<p>The United States Agency for International Development (USAID) in Tajikistan, in cooperation with the Ministry of Education and Science of the Republic of Tajikistan, is celebrating International Literacy Day from September 20 to October 5 at five schools in the districts of Istaravshan, Fayzobod, Bokhtar, Hamadoni and Shugnon. USAID Mission Director Peter Riley stated at the event on September 28 in Bokhtar that this annual 56th International Literacy Day is being celebrated worldwide under the theme “Transforming Literacy Learning Spaces.” This world-wide theme gives all concerned in Tajikistan an opportunity</p>	<p>U.S. Embassy in Tajikistan website</p> <p>https://tj.usembassy.gov/u-s-government-celebrates-international-literacy-day-in-tajikistan/?fbclid=IwAR0zXoeNvdqKAvgmn-5EHDa3NgkdSlvxViB9DZlUyYRCxepdGt5trl0PwDk</p>	<p>English</p>	<p>September 2022</p>

	<p>to focus on the importance of literacy learning spaces that promote a quality, equitable, and inclusive education. The five public events will include drawing and reading competitions as well as practical exercises on literacy and math. The USAID Learn Together Activity is one of many assistance programs which improves learning outcomes for 80 percent of students in grades 1-4, particularly in reading comprehension, math, and critical thinking skills. The U.S. is a trusted partner of the Government of Tajikistan, and over the past 30 years has provided almost \$2 billion to help strengthen socio-economics reforms, democratic institutions and growth in the country.</p>			
	<p>Ms. Teresa Miller, Director of Education office of USAID Tajikistan; Ms. Mavjuda Nabieva, Education Management Specialist, USAID; Mr. Nakhat Abdulofizov, Deputy Chief of Party, Chemonics; and USAID “Learn together activity” representatives visited Khorog Campus and had a meeting with the Dean of UCA SAS Maxim Khomyakov and Associate Dean Kholiknazar Kuchakshoev to discuss future partnerships. The guests also toured the campus and were impressed by the high standard of facilities, conditions and design.</p>	<p>University of Central Asia Facebook page https://www.facebook.com/ucentralasia/posts/pfbid02tYmLmRsiZI5Nvi7J3MmUeEBXj3kcCrhv8XZ4RnI3dt8NQj9SQC4Qk4952hn6uBY3I</p>	<p>English</p>	<p>September 2022</p>

<p>U.S. Embassy in Tajikistan</p> 	<p>USAID focuses on the importance of literacy learning spaces that promote a quality, equitable, and inclusive education in the country. On September 28, USAID Mission Director Peter Riley together with counterparts from the Ministry of Education and Science celebrated an International Literacy Day at secondary school #5 in Bokhtar city. The event included drawing and reading competitions as well as practical exercises on literacy and math for primary schoolchildren. Stay tuned for more similar events taking place in Hamadoni and Shughnon districts.</p>	<p>U.S. Embassy in Tajikistan Facebook page</p> <p>https://www.facebook.com/usembassy.dushanbe/posts/pfbid02FS1rvSYGxsUSI5Ho4DIufrm6FFVNFeNHLc3mkXSdQinziLiXUi3rmmjgFSmXqRNqI</p>	<p>English</p>	<p>September 2022</p>
<p>Regional TV Khatlon</p> 	<p>International Literacy Day in Bokhtar, Khatlon region, school # 7</p>		<p>Tajik</p>	<p>September 2022</p>

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