



## Project Appraisal Document (PAD)

### The IsDB/GPE Project for Support to Implementation of the National Education Development Strategy of the Republic of Tajikistan

**Project Number:** TJK1025  
**Country:** Republic of Tajikistan  
**Department:** Country Relations and Services Department-Asia  
**Regional Hub:** Regional Hub Almaty  
**Date of Submission:** 1<sup>st</sup> November 2019

## **Acronyms and Abbreviations**

CBE	Competency Based Education
CPD	Continuous professional development
DCC	Donor Coordination Council
DED	Detail Engineering Design
DLI	Disbursement-linked indicators
DLR	Disbursement-linked results
DPs	Development Partners
DRA	Data Reporting Application
DRS	Districts of Republican Subordination
EA	Executing Agency
ECE	Early Childhood Education
EFA	Education for All
EGRA	Early Grade Reading Assessment
EMIS	Educational Management Information System
FA	Formative assessment
FY	Fiscal year
GBAO	Gorno-Badakhshan Autonomous Region (Oblast)
GPE	Global Partnership for Education
GPI	Gender parity index
HCI	Human Capital Index
HDI	Human Development Index
HRD	Human Resource Development
ICT	Information and Communication Technologies
ISCED	International Standard Classification of Education
ITTI	Institute for In-service Teacher Training
JSR	Joint Sector Review
KPI	Key Performance Indicators
LEG	Local Education Group
M&E	Monitoring and Evaluation
MoES	Ministry of Education and Science
MTEAP	Medium-Term Education Action Plan
n/a	Not applicable; not available
NCB	National Competitive Bidding
NDS	National Development Strategy
NSED	National Strategy for Education Development
NTC	National Testing Center
PCD	Project Concept Document
PCR	Project Completion Report
PCF	Per Capita Financing
PDO	Project Development Objective
PISAR	Project Implementation Supervision and Assessment Report
PMSC	Project Management Supervision Consultant
QESP	Quality Education Support Program
READ	Russia Education Aid for Development
RMC	Republican Methodological Center
RTTI	Republican Teacher Training Institute
SEN	Special Educational Needs
ToT	Training of teachers
TJS	Tajikistan Somoni
TVET	Technical Vocational Education Training
VET	Vocational Education and Training

## **Glossary**

**Competency based education:** A competency-based curriculum is one in which learners develop their understanding in ways in which they can apply this in practical situations. One of the more common definitions of competency-based education is the International Association for K-12 Online Learning's (iNACOL) five-part definition:

1. Students advance upon demonstrated mastery.
2. Competencies include explicit, measurable, transferable, learning objectives that empower students.
3. Assessment is meaningful and a positive learning experience for students.
4. Students receive rapid, differentiated support based on their individual learning needs.
5. Learning outcomes emphasize competencies that include application and creation of knowledge along with the development of important skills and dispositions. (Patrick, Kennedy, & Powell, 2013)

**Differentiated learning – teaching:** An approach to teaching-learning that involves offering several different learning experiences and proactively addressing students' varied needs to maximize learning opportunities for each student in the classroom. It requires teachers to be flexible in their approach and adjust the curriculum and presentation of information to learners of different abilities.

Formative assessment is integral to the ongoing/daily teaching and learning process (Boyle & Charles 2013).<sup>1</sup> Formative assessment uses evidence of student learning to adapt teaching and learning, or instruction, to meet student needs (William, D., 2009).<sup>2</sup> It takes place during the course of study and concerned more with spelling out what has been learned, what is being learned and what the next learning steps may be: mistakes are valued because they can give clues to where there may be learning blocks (Lambert, D. & Lines, D., 2000)<sup>3</sup>.

**Summative assessment:** Summative assessments yield data to support student learning such as whether the student has achieved the learning objectives of a particular unit and is therefore ready for the next unit. Although a hard formative/summative distinction is somewhat superficial as both forms of assessment are designed to yield data in support of student learning and can be

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1. Boyle B & Charles M 2013, *Formative Assessment for Teaching & Learning*, SAGE: London

2. William, D., 2009. *Assessment for learning: What, why and how*. London: Institute of Education, University of London

3. Lambert, D. & Lines, D., 2000. *Understanding Assessment: Purposes, Perceptions, Practice*, RoutledgeFalmer. London

used in a variety of ways, it is worth noting that these forms generally provide a different lens with which to view student progress (Black, 2003).

**Blended Learning:** A formal education program in which a student learns: (1) at least in part through online learning, with some element of student control over time, place, and/or pace; (2) at least in part in a supervised brick-and-mortar location away from home; (3) and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience (Tucker, Wycoff & Green, 2017).

**Learning conditions:** Lerner-centered teaching-learning conditions are understood here to include competency based teaching-learning materials and practices, improved learning assessment, and quality of physical environment.

### **Currency and Measurement Conversions**

Currency Unit : USD1.0 = 9.44 TJS<sup>4</sup> (Tajikistan Somoni)<sup>4</sup>

ID 1.0 = US\$ 1.38<sup>5</sup>

### **Project Team Members**

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<sup>4</sup>. Source: <http://www.nbt.tj/ru/kurs/kurs.php>

<sup>5</sup>. Source: [https://www.imf.org/external/np/fin/data/rms\\_five.aspx](https://www.imf.org/external/np/fin/data/rms_five.aspx)

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**Date of Preparation Mission:** 30 June-9 July 2019

**Date of Appraisal Mission:** 4-13 September 2019

**Date and Venue of Negotiations:** Planned: November 2019, Dushanbe

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## **The IsDB/GPE Project for Support to Implementation of the National Education Development Strategy of the Republic of Tajikistan**

### **A. Strategic Context and Rationale**

#### **Brief Historical Development of the Project:**

1. The Government of the Republic of Tajikistan through letter No. 22/3-177 dated 28/07/2017 from the First Deputy Prime Minister requested IsDB to consider financing of “the 4<sup>th</sup> Phase of the Project for Construction/Rehabilitation of Education Facilities in the Khatlon Region”. The project is included in the IsDB Work Plan for 2019 as a category A operation.
2. Upon request of the Government of Tajikistan, the Secretariat of the Global Partnership for Education (GPE) has provided the notification of Multiplier Fund allocation for Tajikistan to support the implementation of Education Sector Plan.
3. In response to the invitation for expression of interest received through email dated 14<sup>th</sup> September 2018, IsDB through its letter No. ESID-901 dated 27 September 2018 expressed its interest in becoming a Grant Agent of the GPE Multiplier Fund for Support to Implementation of the National Education Sector Plan of the Republic of Tajikistan.
4. As GPE’s Coordinating Agency and on behalf of the Local Education Group (LEG), the UNICEF (Country Office in Dushanbe) through its letter No. ER 37-472 dated 11 December 2018 informed the IsDB of its selection as Grant Agent of the GPE Multiplier Fund. The selection of the Bank as Grant Agent was based on the decision of the Selection Panel composed of the Ministry of Education and Science (MoES), UNICEF and the EU Delegation to Tajikistan, which was endorsed by the LEG meeting dated 19<sup>th</sup> November 2018.
5. In line with IsDB’s role as Grant Agent, a joint IsDB/GPE Secretariat mission visited Dushanbe, Tajikistan on 25-31 March 2019 for consultations with the Government of Tajikistan (GoT) and the LEG members on the objectives and scope of the project. The mission discussed and agreed on the scope and components of the project described in the Aide Memoire signed by the MoES, GPE Secretariat, IsDB and the UNICEF country office in Tajikistan.
6. In compliance with the GPE Funding modalities/requirements, and following an accreditation process, on 28<sup>th</sup> June 2019, IsDB (acting as a Grant Agent) and World Bank (as Trustee of the GPE Fund) signed a Financial Procedures Agreement to establish standard terms and conditions that will apply to the commitment, transfer and management of funds allocated by the GPE Trust Fund to IsDB.
7. As agreed in the Aide Memoire dated 31 March 2019, the IsDB’s Project Team visited Dushanbe-Tajikistan from 30 June to 8<sup>th</sup> July 2019, for preparation of



the Project. The Project Concept Document was reviewed by the IsDB's Operations Management Committee Meeting dated 20<sup>th</sup> August 2019 and the GPE Secretariat. The GPE Secretariat's feedback on the PCD was issued on 26 August 2019.

8. The Project Appraisal Mission visited Dushanbe on 4-13 September 2019 and prepared the Project Appraisal Document (PAD) on the basis of information received from the MoES, Draft Education Sector Analysis by UNESCO (2019), relevant reports/information shared by EU, UNICEF, and World Bank, findings of the Project Preparation and Appraisal Missions, and the conclusions of two consultative workshops with LEG Members. The project scope and components were discussed and cleared by the LEG members during the two consultative workshops held on 5<sup>th</sup> July and 10<sup>th</sup> September 2019 in Dushanbe.

### **IsDB Operations in the Country:**

9. Republic of Tajikistan joined the IsDB on 27 November 1996 and has a capital subscription of ID 18.2 million (0.04% of total IsDB subscribed capital). As of August 2019, Tajikistan has paid ID 2.8 million, which is 15.4% of its commitment to IsDB subscribed capital. The first IsDB operation in Tajikistan was approved in 1991 as a special Assistance Operation before its formal membership. The IsDB Group financing in Tajikistan totals US\$ 545.4 million including IsDB-OCR amounted to US\$ 393.8 million, ICD approval of US\$53.5 million, ITFC approval of US\$84 million and other financing amounted to US\$14.1 million.

10. In terms of sectors, the IsDB financing covers the energy (26.2%), agriculture (24.1%), transport (16.7%) and health (11.1%) amongst other sectors. The energy and agriculture sectors lead the portfolio. The transport sector has shrunk over time. The share of social projects is moderate. Disbursement trend is moderately low and needs substantial improvement. In 2019, the country has disbursed US\$ 2.43 million (13.4%). The IsDB active portfolio consists of 14 projects with total amount of US\$ 163 million. The pre-effective portfolio consists of 3 projects with an amount of US\$ 38 million. Post-effective portfolio includes 11 projects with total amount of US\$ 125 million. The Cumulative Undisbursed Commitments (CUC) level is US\$ 88 million representing 53.98% of the active portfolio.

**Table 1. Key Indicators of Country Portfolio**

Indicators	No. of Operations	Amount (US\$ Million)
Cumulative Net Approvals	58	395
Active Portfolio	14	163
Pre-Effective (Active) Portfolio as % of Active Portfolio Amount		23.31%
Post-Effective (Active) Portfolio as % of Active Portfolio Amount		76.69%
% of Total Active Portfolio Amount Older than 5 Years (from the Date of Approval)		24.54%
Cumulative Undisbursed Commitments (CUC) as % of Active Portfolio Amount		53.98%

11. Since the beginning of its membership, the country has benefited from only concessional financial resources of the Bank. The Bank is trying to diversify its financial assistance to the country with a view to cover large-scale projects that require more funds than the available concessional resources. The Bank has started blending of ordinary resources with concessional and grant resources to meet the developmental needs of the country and at the same time keep its financing within the grant element threshold of the country. For example, in 2018, IsDB approved the Improving of Maternal, Neonatal Child Health Services Project in Khatlon Region, where the IsDB ordinary financing (Instalment Sale) was blended with the Lives and Livelihood Fund (LLF) grant allocation to meet the minimum grant element requirement of the country.

12. In order to support the endeavours of the Government of Tajikistan for development of education sector, the IsDB, under three phases of its secondary schools project, approved US \$48 million out of which US\$ 33.3 million was disbursed to finance curriculum reform, institutional capacity building, training of teachers, construction of one orphanage with a capacity of 150 students and 20 schools with capacity of 477 classes and 14,060 seats equipped with modern furniture, equipment, and educational facilities. In response to a rapidly changing labour market needs and low female employment opportunities, the Bank has also supported the vocational education sub-sector to reduce poverty, in particular for youth and women by improving literacy, technical skills, and employability. Having financed four development projects and one technical assistance grant in the education sector, IsDB has working experience with the MoES of Tajikistan. Additional information is provided in **Annex-3**.

### **GPE Operations in the Country:**

13. The GPE (formerly known as Education for All Fast Track Initiative Catalytic Fund–EFA-FTICF) has supported education sector development initiatives in Tajikistan through four grant allocations. The first three allocations have had a catalytic effect on the mobilization and improvement in the use of national and international resources. The first two allocations (FTI-1 and FTI-2) were fully disbursed and successfully completed in 2007 and 2010, respectively. The FTI-3 was completed in 2013. These grants have supported: improved physical learning environments for 37,000 students; alleviation of furniture shortages affecting around 100,000 students; publication of 1,663,500 textbooks in 27 titles, thus eliminating the shortage of Tajik and ethnic minority language textbooks in major subjects; further development and national introduction of per capita financing reforms resulting in increased transparency in the local budgeting process; improved pupil to teacher ratios; a reduction in the wage bill share at school level with an increase in funds for discretionary use by schools to improve the learning

environment and education quality; establishment of an Education Management Information System (EMIS); and improved management and fiduciary capacities within the MoES.

14. The fourth GPE (GPE-4) Grant built on achievements of the previous grants, continued some of the activities and supported new areas like Early Childhood Education and Inclusive Education, complementing work started by other development partners such as UNICEF, AKF, USAID and OSI. The GPE-4 contributed to achievement of the following goals of the NSED to: (i) increase coverage and quality of early childhood education; (ii) modernize general education content by increasing its relevance and moving from a knowledge- to a competency-based model; (iii) improve teachers' effectiveness; (iv) improve existing schools' physical infrastructure; and (v) strengthen management capacities of the education system and the system's efficiency.

### **Project Context:**

#### ***Country Context:***

15. The Republic of Tajikistan is a least developed and landlocked country located in Central Asia with 95% of its 143,100 km<sup>2</sup> territory covered by mountains. It is located between Kyrgyzstan and Uzbekistan to the North and West, Afghanistan to the South, and China to the East. It has significant hydropower potential and strategic minerals e.g. coal, gold, silver, precious stones, and uranium.

16. Tajikistan is an agrarian country, with its rural population at more than 70% and agriculture accounting for 60% of employment and around 30% of GDP.<sup>6</sup> Tajikistan population is projected to reach 9,372,362 by the beginning of 2020. The natural increase is expected to be positive, as the number of births will exceed the number of deaths by 232,288<sup>7</sup>. Tajikistan has large cohorts of children, adolescents and young adults, reflecting its high fertility rates. The average age is under 25 years, and 40% of the population is less than 18 years old.

17. The country's economic growth in 2018 reached 7.0%, slightly lower than that in the previous year (7.1%). Growth was mainly supported by private consumption and public investment in energy, which boosted imports of machinery and construction materials. Growth in the economy during this period was facilitated by an increase in industrial production (19.6%), agricultural (6.8%), services (10.6%) and retail trade turnover (6.2%).

18. The inflation rate reached 3.8%, significantly lower than that in 2017 (7.3%). The current account balance became -5.3% from 2.1% in the year before. Current

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6. Tajikistan: 15 Years of Independence, statistical yearbook, SSC, Dushanbe, 2006.

7. <https://countrymeters.info/en/Tajikistan#facts>.

international reserves are equivalent to US\$ 1.3 billion, which is a 2.3 months of import cover. The exchange rates have been stable in the course of 2018, partially due to the interventions by the National Bank of Tajikistan. The financial sector was healthy with augmented regulatory framework, except two banks (Agroinvestbank and Tojiksodirobank).

19. The budget deficit remained at 0.4% as of the end of 2018 and slightly widened comparing to 2017 (-0.3%). The government has continued budget allocations to the energy sector and core social obligations and raised civil servant wages, pensions, and other social transfers on September 1, 2018.

20. The introduction of foreign exchange surrender requirement and domestic gold purchases boosted the growth of the money supply. However, due to banking sector vulnerability and reduced business activity, credit to the private sector remained broadly unchanged. The central bank has steadily tightened monetary policy by raising the policy rate from 8% to 12.5% while sharply increasing sterilization to stem inflationary pressures.

21. The poverty headcount dropped from 47% in 2009 to 30.3% in 2017. GDP per capita reached \$ 919.1 in 2015, but fell to \$ 825.8 in 2018. Remittances are one of the key factors that have increasingly supported growth and poverty reduction since 2003. By 2018, remittances accounted for almost 31% of Tajikistan's GDP. Approximately 1.5 million Tajiks work abroad, primarily in the Russian Federation and Kazakhstan. The remittances expect to grow after the regional economic recession during the period 2014-2015.

22. Tajikistan's HDI value is 0.650— which puts the country in the medium human development category—positioning it at 129 out of 188 countries and territories. Tajikistan scores 0.53 in the Human Capital Index (HCI), which is lower than the average in its region. The Gender Development Index (GDI) is 0.933 with females' participation in the labour force 27.8% in 2018.

23. In June 2016, Tajikistan launched the National Development Strategy 2016-2030 and the Medium-term Program of Development for 2016-2020. The founding principles of the National Development Strategy include: a) measures to prevent the vulnerability of the future economic growth; b) efficient use of national resources; and, c) innovation and development in all areas of socio-economic development of the country. The first phase of the Strategy (2016-2020) aims at transition to a new model of economic growth, investment, increase in production, export and import, the second phase (2021-2025) promotes rapid growth of investment, and the third phase (2026-2030) aims to transition from industrialized growth strategies to diversified production and knowledge-based innovation.

24. Development partners: The country has active cooperation with development partners. The World Bank Country Strategy for Tajikistan (2019-2023) prioritizes three main areas: 1) building human capital and strengthening social resilience; 2) improving public institutions and fiscal and environment sustainability; and 3) fostering private sector growth and market creation. Total approvals amount to US\$1.3 billion, which cover agriculture, energy, transport, rural development and social sectors.

25. ADB Country Partnership Strategy (2016–2020) emphasizes widening Tajikistan’s economic base by exploring its domestic and international competitive advantages and improving the country’s investment climate to create jobs with higher incomes. ADB plans to support inclusive economic growth in Tajikistan with an estimated program of US\$ 320 million during 2017–2019. This investment pipeline will fund power sector development, help bolster food security, support structural reforms to strengthen investment climate, develop transport and municipal infrastructure, upgrade skills, and improve health services. Currently, ADB’s active portfolio is US\$ 571.5 million mainly directed to energy, water resources management, education, road infrastructure, and environment.

26. The latest strategy of the European Bank for Reconstruction and Development (EBRD)’s for Tajikistan was adopted on 25 July 2015. The strategy focuses on stabilizing and rebuilding trust in the banking sector to increase the sector’s capacity for financial intermediation as a means to facilitate access to finance and lower the high real interest rates. EBRD also plans to increase its operations in local currency. Total amount of the EBRD approved portfolio in Tajikistan is Euro 588 million. The active portfolio is Euro 343 million.

27. The Members of the Arab Coordination Group (ACG) have been among the most active donors in both the social and economic sectors. To date, the ACG Members have jointly financed 23 projects with a total size of US\$ 423 million including transport and social sector projects. Additional information is provided in Annex-4.

***Sector Context:***

28. The education system of Tajikistan is under the supervision of the Ministry of Education and Science (MoES). The sector is administered through a network of education departments in each region (oblast), as well as in Dushanbe. District education departments, which report to and are financed by the district governments, have broad managerial responsibilities, including elaboration of non-national examinations, teacher recruitment, and management of teacher payroll.

29. Education sector development is governed and regulated by the overarching National Development Strategy (NDS) 2016-2030, National Education Development

Strategy (NEDS) 2012-2020 and a few of corresponding medium-term implementation action plans and state programs. The NEDS positions education as a key resource of national development. Working with UNICEF, MoES is currently developing its strategic plan for 2021-2030 supported by the GPE's grant allocation.

30. Pre-primary: The NSED 2012-2020 and the "Law of the Republic of Tajikistan on Pre-School Education" emphasizes the importance of pre-school education. MoES is working closely with international development partners to improve curricula and teacher training facilities, while also making efforts to improve the quality of education and increase coverage. In the 2017/18 academic year, there were 615 state pre-school institutions and 1,671 early childhood education centers in Tajikistan serving 136,719 children. The number of state preschool institutions increased resulting in an increase of enrolment rate by 2.2 % during 2016-2017. The enrolment in ECE centers increased rapidly in the recent years, from 6,955 in 2011 to 43,448 in 2016. According to the 2017 Joint Education Sector Review, out of all enrolled children, approximately 67% attend publicly funded state kindergartens and private kindergartens, which are full-day models, with high overhead costs. The remaining 33% of children are enrolled in ECE centres, which offer only education services, usually on a half-day basis. ECEs are located predominantly in rural areas while public kindergartens are mostly found in urban centres and offer a full-day curriculum.

31. General Secondary Education (Primary and Secondary): The Government provides free and compulsory primary and basic (lower secondary) education (Grades 1-9) with gross and net school enrolment rates near universal. Access to basic education is widespread across all income groups, though some mountainous areas with dispersed populations face difficulties. Completion of general basic (lower secondary) education is near universal, with full gender parity at the primary level and somewhat lower female completion rates at the secondary level (95 vs. 100 % for girls). However, completion of upper secondary education remains low, especially among girls.

32. Secondary vocational education and training: According to UNICEF, the MoES has made progress in upgrading of the curricula and learning standards at technical vocational education training (TVET) institutes, yet lacks a TVET strategy and enabling framework to adopt major reforms. At present, about 4% of general secondary graduates enrol in TVET institutes. Tajikistan's network of TVET providers comprises mainly public institutions. In addition, the State Service for Quality Supervision provides on-demand licenses for newly proposed specialties, as well as indication of the maximum number of students to be trained. Between 2010/11 and 2017/18, enrolment in primary TVET remained constant around 20,000-25,000. The share of women increased from 15.4% to 23.2%. On the other

hand, enrolment in secondary TVET more than doubled during the same period with share of women increased from 55% to 61.8%. More than 50% of total enrolment is in “health, physical education, and sport” specialities, followed by pedagogy.

33. Higher education: In the 2017-18 academic year, there were 39 higher educational institutions in Tajikistan, including 15 universities, 15 institutions and others (e.g., conservatories, law-enforcement higher institutions). The enrolment in higher educational institutions has gone up by 0.9 % during 2016-2017, including by 3.5 % for females. This is an encouraging trend, particularly because women are commonly admitted being severely disadvantaged and are more likely to be unemployed or poor. In the 2017-18 academic year, over 70% of students were enrolled in full-time day programs. In addition, the overall completion rate appears to be relatively low and comprises about 80%. Two major reasons for dropping out are academic failures and non-attendance, particularly among girls and rural areas.

34. School Conditions: The condition of the schools’ infrastructure is a cause for concern. Many primary and secondary schools lack basic amenities such as lighting, heating, water, and sanitation. An overwhelming majority of students attend double-shift schools (88.2%). Only 6.6% attend single-shift schools and a remaining 5.3% attend triple-shift schools. Productive instructional time is negatively affected by triple shifting which creates time pressures on both students and teachers to quickly leave the classrooms to make way for the next shift. The triple-shift schools visited by the Project Preparation and Appraisal Missions reduced the instructional time of at least one shift to 3 hours a day. Multiple-shifting also limits the time of teachers’ availability for “extra-curricular” activities.

35. Curriculum: According to NEDS 2020, current education reforms in the country are aimed at “upgrading of general education content on the ground of transfer from knowledge-based to competency-based education model”. MTEAP 2018-2020 puts forward the theory of change that should result in all subjects in all grades being taught based on the new competency-based curriculum. In addition to that, all teachers should possess the skills required for the transition to the competency-based curriculum and new textbooks supporting the implementation of the curriculum are to be developed and printed. However, practically no evidence exists on quality of the education reform in the country. It seems that a review of various materials developed as part of the curriculum reform is needed. This review should start with the curriculum documents themselves<sup>8</sup> and includes textbooks, teacher guides, as well as teacher professional development programs developed

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8. Including the framework documents developed by QESP 1 project that appear a good starting point but require further revision to become useful tools and fully meet the requirements for framework documents.

and implemented by various partners. According to information received from the MoES, transition to the competency-based curriculum is progressing well. All competency-based subject standards have been developed, many textbooks have been updated and a few remaining ones will be completed in the coming year. This information, however, is not supported by any independently produced report.

36. Teacher Training: Practically all projects implemented by the development partners in Tajikistan have included a component addressing the in-service teacher training. Under GPE4 project 5,395 primary grade teachers, as well as 130 trainers, 187 methodologists and university teachers were trained. EU supported QESP 1 project team reported that 30,000 teachers have been trained by their project. The project has also developed and implemented numerous teacher training modules, e.g. an interdisciplinary training module Practicing Competence-Based Education for RTTI and Rayon Methodologists, a module and a guide on Implementation of Competence-Based Approach in Teaching Science subjects and Information Technology, as well as a module on formative assessment. “Read with Me” project supported by USAID reported to have trained teachers from 75% of schools (Giles 2019). The project is reported to have developed 72 training course on modern reading methodology for the primary school, as well as a district based mentoring model. With support of the READ, the World Bank is implementing the “Strengthening Classroom Assessment System in Tajikistan” project that has trained 550 teachers, district education department methodologists, pedagogues in PRESET and INSET institutions, staff of RMTC and SASSE [March-April 2019]. The project has also developed a school-based mentor support system.

37. Since 2015, UNICEF Tajikistan has been developing a course on Pedagogical Mastery for pedagogical universities of Tajikistan. The course was first developed for the State Pedagogical University in Dushanbe and then adapted for all the pedagogical universities of the country through the input of the working group established by MoES. The course has been approved and recommended for inclusion into the university curricula. In 2019, UNICEF Tajikistan in cooperation with ITTI GBAO has developed a module on inclusive education (Trainers Guide on Inclusive Education 2019) that is intended to be offered as part of in-service program in the region.

38. Learning assessment: The Republic of Tajikistan is implementing its most significant education sector reform initiative framed by the National Education Development Strategy (NEDS 2020). The NEDS defines assessment as one of the problematic areas of the education system that should be addressed. In addition, the NEDS 2020 recognizes and refers to the use of assessment results to make evidence-based decisions and manage/maintain quality of education. The country does not have a systematic, evidence-based method in place to assess either



ongoing classroom learning outcomes or mid- or end-year student progress. Different projects on students' knowledge assessment have been implemented or are currently ongoing in the country through a number of donors and their agencies. However, according to NEDS 2020 (p. 18), due to "differences in assessment tools and the lack of comparability in the philosophies, processes, and procedures used under these initiatives it is impossible to use the results to judge the quality of education and its dynamics."

39. Education Management Information System (EMIS): MoES possesses and uses an EMIS. However, due to financial constraints, there is very limited possibility for training of the EMIS staff and the staff of the education departments in data collection and there is not a single standard defining the data transparency and an authorized body to verify the data objectivity and reliability. Majority of educational establishments (schools) are not able to use the EMIS software due to lack of trained staff. A majority of education departments lack software and hardware support capacity and ICT units are weak.

40. Expenditures: The size of total education expenditure in Tajikistan has steadily increased since 1999. The actual public education expenditure has been increased from 3572.6 billion somoni in 2017 to an estimated amount of 4404.9 billion somoni in 2019. This represents 18% of the public expenditures excluding debt service and 6% of the GDP. This is well above the average education expenditure in low-income countries (3.8% of total GDP) and the average education expenditure of post-Soviet states in Central Asia and Southern Caucasus (4.5% of total GDP).

41. Donor Coordination: Tajikistan has a well-established cross-sectoral donor coordination mechanism called the Development Coordination Council (DCC), which aims to ensure that development partners work collectively with and advocate for the government in a harmonized manner. The DCC is composed of different sector working groups, including education. A total of nine donors currently participate in the education group. A number of pilot projects, undertaken by the development partners, hold promises for improving different aspects of the education system. Scaling-up of the successful interventions can have a lasting impact on the reform process.

42. **Major issues**: The major issues in the education sector are the following:

- The coverage of pre-primary education is low. The key constraints on pre-primary education in Tajikistan are based on the lack of policy and public consciousness of the professional esteem of the teaching profession per se and: (i) lack of qualified teachers and specialists; (ii) lack of adequate physical space; (iii) insufficient number of trained personnel with appropriate skills; (iv) lack of teaching-learning material; (v) population's attitudes towards added value

of this education; and, vi) preschools charge fees that are a financial burden on poor households with multiple school-aged children. Access to preschool is more limited for children with special needs.

- Primary and lower secondary is nearly universal. However, there are significant regional differences in transition and girls have lower access to education, especially beyond basic education, and adolescent girls are at a higher risk of dropping out or not transitioning to upper secondary school for various reasons.
- Despite the fact that Tajikistan allocates a comparatively large share of its GDP to education, much of this allocation is channeled towards inputs that do not directly contribute to improving educational quality.
- Tajikistan does not have a systematic [commonly practiced] method in place to assess ongoing learning progression of students or summative end of phase outcomes.
- The inadequacy of educational infrastructure, especially in rural areas is an important hindrance to school readiness and instructional effectiveness.
- There is a persistent shortage of qualified teachers across all levels of education. This is an impediment to improving quality of education. This can only be rectified by addressing salary scale and other incentives for teachers and socio-economic and professional esteem issues.
- Analytical understanding of the education system, its strengths, weaknesses and potentialities is hampered by lack of information (data, studies). There is a need to establish quality assessment frameworks, restructure the administration, develop M&E indicators, and install a functional, modern education management information system (EMIS). The current EMIS is limited to descriptive statistics which are of little help in the formulation of policies.
- There is need to review various materials developed as part of the curriculum reform. This review should start with the curriculum documents themselves and also include textbooks, teacher guides, as well as teacher professional development programs developed and implemented by various partners.

43. Additional information is provided in **Annex-4**.

***Thematic Context:***

44. The expansion of productive employment is one of the four strategic objectives of the Tajikistan National Development Strategy 2016-2030. Furthermore, the National Youth Policy (2006) aims to ensure rights and freedoms of youth, guarantees on education, labour and employment, creating conditions for professional, spiritual and physical development, supporting young talent, social protection, prevention of religious extremism, and promotion of youth

organizations<sup>9</sup>. Furthermore, the national gender policy which was passed in 2010 and the National Strategy for Enhancing the Role of Women list concrete actions to improve women's participation in education, labour market, entrepreneurship, and in politics, however, without identifying responsible agencies, timeframes with milestones, funding sources, and monitoring plans.

45. Tajikistan is a highly agrarian country, with its rural population and agriculture accounts for 60% of employment and around 30% of GDP.<sup>10</sup> As of 2019, the young people represent approximately 70% of Tajikistan's population of nearly nine million, with the majority living in rural areas<sup>11</sup>. Overall unemployment and poverty remain high. The majority of Tajikistan's youth are active in the labour market, and people aged 15-29 years old make up the largest share of the working population of 15-64 year-old, while job choices are limited for all young people<sup>12</sup>.

46. Women in Tajikistan are disadvantaged in terms of employment, with only 27% of women employed compared to 63% of men in 2013. However, the share of women in the education sector is about 53.6% (UNESCO, 2019). While there is gender parity in the education sector in terms of employment, there are issues related to access to education and transition to higher grades that impacts girls more than boys.

47. In Tajikistan, the gender parity for students varies in different grades and levels of education. There are significant regional differences in transition through the education system and girls have lower access to education, especially beyond basic education, and adolescent girls are at a higher risk of dropping out or not transitioning to upper secondary school.

48. The MoES reports that the total number of six-year-old children who attended pre-school education is 11,619, out of which 56% are boys and 44% are girls. Nevertheless, there is a high level of gender parity at primary and lower secondary levels (grades 1-9). Enrolment at primary school (grades 1-4) is very high for both sexes, and girls constitute 48% of all students (UNESCO, 2019).

49. Girls with disabilities, in particular, have very limited opportunities for education. Families often prefer to keep girls with disabilities at home, either to educate them there or out of concern for their safety. As a result, women with disabilities have lower literacy and higher unemployment rates than men with disabilities. Efforts are needed to empower girls and women with disabilities to

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9. <https://www.youthpolicy.org/factsheets/country/tajikistan/>

Tajikistan's national youth law, the youth and youth policy (2004) defines youth as aged 14-30.

10. Tajikistan: 15 years of independence, statistical yearbook, State Statistical Committee of the Republic of Tajikistan, Dushanbe, 2006

11. <https://www.osce.org/node/408263>

12. Ibid

make their own decisions about the kind of training and employment they would like to pursue (ADB, 2016).

**Rationale for IsDB and GPE Involvement:**

50. **Alignment with Sustainable Development Goals (SDGs):** The project will contribute to the realization of the SDG-4 goals aiming to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all: i) School construction/rehabilitation will reduce the number of triple-shift schools which, in turn, should increase the number of teaching hours (instructional time), as a major factor in improving learning outcomes; ii) Support for formative assessment will highlight the weakness in the teaching-learning process to inform necessary improvements towards better learning outcomes by creating an evidence-based feedback loop between students' learning outcomes and teachers' classroom practices; iii) The roll-out of the competency-based curricula is designed to ensure that major pedagogical and didactic inputs (teacher training, and textbooks in particular) are in line with the new competency-based curriculum; and, iv) The more reliable and up-to-date information produced by the modernized EMIS should contribute to improved policy and resource allocation responsiveness which, in turn, should improve to the overall efficacy of the system.

51. **Alignment with the Country and Sector Strategy:** The Project derives from the National Development Strategy (2016-2030) and the National Strategy of Education Development (2020). The NSED guides the Government's efforts in reforming the sector aimed at modernizing educational content, improving learning outcome, increasing school attendance rates, addressing gender inequalities and ensuring effective and efficient delivery of education services and access to relevant and quality education for all. The project supports the NSED objectives to improve the physical infrastructure, ensure the quality of educational services at all levels, the material and technical base of education for the development of the educational institutions, and enhancing learning outcome.

52. The first component of the project will serve the objective of the NSED aimed at construction of new schools, including replacement of those in emergency state, completion of ongoing construction, and expansion of schools to increase number of school seats.

53. The Curriculum Rollout related subcomponent is supporting the objective of the NSED 2030 of quality assurance in education and development of mechanisms to evaluate the quality of education at the institutional level. This should be done through "monitoring of state requirements and state standards on the quality of pre-school and general education". The document also underlies the need to ensure "the effectiveness of the system of professional development and retraining of

teaching staff, promoting the attractiveness and efficiency of educational activities.” MTEAP 2018-2020 puts forward the theory of change that should result in all subjects in all grades being taught based on the new competency-based curriculum. In addition, all teachers should possess the skills required for the transition to the competency-based curriculum and new textbooks supporting the implementation of the curriculum are to be developed and printed.

54. NSED 2020 acknowledged the persistent shortage of qualified teachers as a key impediment to improving the quality of education. It focused on developing the competencies and capacities of teachers. The assessment related sub-component of the project supplies the in-depth formative pedagogical training supported by a methodologically sound task force of mentors who will model formative pedagogy in the classroom. The amalgamation and escalation of the numbers of formatively competent teachers and a classroom-based mentoring support will form the basis for the desired improvement in the quality of education. The improved quality of teaching and learning and student learning outcomes will be measured by the Learning assessment instruments. These will collect ‘real time’ student learning data on a regular basis for analysis to further support teachers’ planning for supporting student learning needs. These initiatives are necessary to attract the brightest and most motivated of Tajikistan’s students to see themselves as potential, well trained educators in an invigorated, professional and respected state system.

55. The EMIS related component will strengthen one of the NSED requirements for effective strategic planning, policy analysis, monitoring and evaluation. It will support modernization of the EMIS.

56. **Alignment with IsDB Strategy and Program Support:** The project is consistent with IsDB’s 10-Year Strategy and the IsDB President’s Five-Year Program of providing inclusive, high-quality and relevant education that ensures lifelong learning for sustained poverty reduction and shared economic growth. It is also aligned with the IsDB Education Sector Policy Pillar of enhancing the provision of basic education and anchors on the principles of building the foundation of human development and optimizing education financing. The project covers the IsDB’s core sector values in the education sector including construction and equipping of educational institutions and classrooms in primary and secondary schools, providing access to students, and training of teaches/staff. The project is part of the Country Program of the IsDB for Tajikistan and is included in the work program of the Bank for 2019 as a category A operation. IsDB’s participation in this project will enhance assess to student-friendly education facilities, improve education management capacity, effectiveness, and learning outcome particularly in the project area. The project is also aligned with the overarching mission of

the Islamic Solidarity Fund for Development (ISFD) to promote the development of human capital by boosting education and training.

57. **Alignment with GPE Priorities and Guiding Principles:** The project is aligned with the GPE 2020 Vision which adopts the Global Goal 4 and with its mission to mobilize efforts to contribute to the achievement of equitable, quality education and learning for all. It fulfils the country level strategic objectives and the overall strategic goals of GPE 2020 (improved & equitable learning outcomes; increased equity and inclusiveness; and effective and efficient education systems) through interventions on competency-based learning and formative assessment, improving learning environment and strengthening information management to enhance decision making and increase efficiency. The project design and implementation arrangements are anchored firmly on the GPE principles focusing on learning, equity and inclusion, as well as engagement of stakeholders through a country-led dialogue, partnership and mutual accountability.

58. The first component will enhance equitable, gender neutral and inclusive access to student friendly school facilities for girls and boys particularly in the rural and deprived remote areas. Its ultimate impact will be on learning outcomes through the conversion of the triple shift schools to double shift thereby increasing instructional time. The targeted schools will be equipped with modern furniture and equipment, water and sanitary facilities and will be designed to facilitate the access of children with disabilities. The project will also address the needs of the children with special needs. The second component will promote more equitable learning outcomes through supporting learning assessment reforms, reducing the gap between declared and implemented CBE based curriculum and developing of a common road map for coordinating and channeling of financial and non-financial support of DPs to further develop competency based education. The EMIS related component will improve effectiveness and efficiency of the education systems strengthening capacity of the EMIS with a view to facilitate informed and evidence based policy making, planning and resource allocation.

## **B. Project Development Objective**

### **Project Objectives:**

59. The project seeks to support Government's efforts in reforming the education sector through modernization of educational content, improvement of learning outcomes, enhancing internal efficiency, addressing inequalities and ensuring effective and efficient delivery of quality education services.

60. The Project Development Objective is to enhance access to student friendly education environment and improve learning conditions in the selected schools.

Learning conditions are understood here to include competency based teaching-learning materials and practices, improved learning assessment, and quality of physical environment.

61. Specifically, the project aims at improving the learning environment and the effectiveness of education services through: i) Enhancing access to quality education facilities in the selected districts; ii) Improving the efficacy of the competency-based education by reducing the gap between declared and implemented curriculum for maths and languages in grades 5-9, supporting reform in assessment practices and stock-taking of various activities for effective implementation of Competency-Based Education (CBE); and, iii) Supporting education sector policy, planning and evidence based resource allocation through strengthening of the EMIS and its piloting in the project area.

### **Project Location:**

62. The project targeted education facilities/schools are located in 18 districts of the Khatlon region and Dushanbe. Khatlon region is one of the most populous regions with difficult economic and geographic conditions and under developed education infrastructure particularly in the rural areas. Dushanbe is an urban city and is rapidly developing. Internal migration from rural areas to Dushanbe is leading to increase in the number of students. This has resulted in an increased demand for student places thus increasing the number of triple shift schools. MoES and the city's education department have taken a decision to resolve this issues by 2021 through construction of additional classrooms to eliminate the third shifts. All of the targeted schools are included in the State Program for the Development of Education Institutions in the Khatlon Oblast (2017-2021) and Decree No. 504 dated November 26, 2016 of the Government of the Republic of Tajikistan aiming to address emergency of insufficient classroom space. The school locations are shown in the project location map attached in **Annex-2**.

### **Project Beneficiaries and Stakeholder Consultations:**

63. Beneficiaries: The ultimate beneficiaries of the project will be the students enrolled in project-supported schools and their teachers and administrative staff who will benefit from modern education facilities, an improved system for more effective implementation of the competency-based curriculum, improved teaching and more efficient and equitable allocation of resources. The direct beneficiaries of the Project will include the followings:

- Over 18,000 students accessing new/rehabilitated and fully-equipped schools;
- 250,000 students receive more relevant textbooks to support effective learning within a CBE context;
- Over 550 educational planners involved in EMIS receive training;

- Educational managers and policy-makers receive training and benefit from improved educational statistics (both descriptive and analytical);
- Stakeholders, ranging from parents through teachers/pupils to policy makers, receive more evidenced-based learning information from the developed learning assessments than from traditional test forms;
- Teachers receive more meaningful insights and usable information into how pupils are learning and how they are thinking by using formative methods and the associated learning assessment instruments;
- Teachers, school managers and policy makers at national level will receive evidence of teaching quality and effectiveness of pupil learning from using learning assessments;
- MoES and school managers receive data [evidence] about specific professional development needs for teachers from the analysis of the Learning assessment outcomes;
- The government benefits from an integrated and updated EMIS in policy making and evidence based resource allocation.

64. Stakeholder consultations: The proposed project components have been developed in consultation with relevant stakeholders and will support national level programs and complement the activities of development partners and donors. In view of the involvement of USAID and other partners at the primary level (grades 1-4) and in line with recommendation of the MoES, the project activities will focus on grades 5-9. The proposed intervention for strengthening of the EMIS will enhance the capacity of existing EMIS, established nationally and further developed by series of GPE grants and inputs from EU and other development partners. It will take into account of the findings of the World Bank's SABER Country Report for Tajikistan's EMIS of 2017 and the EMIS assessment carried out by the EU delegation to Tajikistan. In areas of formative assessment, curriculum rollout and competency based education, the project will build on the lessons learned and outcomes of work done under the World Bank READ-2 initiative, GPE-4, USAID Read with Me (RWM) project, UNICEF support to competency based education in primary level and EU support program in grades 5-9.

## **C. Project Description**

### **Project Design and Scope/Components:**

65. The design of the project, its inputs and activities are all based on: government policy documents (MTEAP2018-2020, NEDS 2020, and NDS 2030); existing sector analytical work; a review of existing inputs, especially those of the DPs; lessons learned from previous works in Tajikistan and elsewhere; and consultations with the MoES and its development partners in the LEG.



Furthermore, it should be noted that work is underway on the elaboration of an education sector plan that should cover the period 2021-2030 and build upon previous sector plans and ongoing works. The preparation of the new education sector plan is being supported by a GPE grant that is under UNICEF management.

66. The project is composed of following components: i) Enhancing access to quality education facilities; ii) Improving Competency Based Education (CBE); iii) Upgrading/modernization of the Education Management Information System (EMIS); and, v) Support to project implementation and management.

67. The project also includes a US\$ 3 million “variable part” from the GPE financing, with a results-based financing mechanism that is based on carefully selected indicators and targets that have the potential to contribute significantly to addressing challenges, driving progress and impacting the three dimensions at the core of the project: equity, efficiency and learning outcome.

#### **Component 1: Enhancing Access to Quality Education Facilities (US\$ 33.57 million):**

68. This component will provide access to student friendly school environment equipped with suitable furniture, computer room and laboratory facilities. This includes construction of 68 schools and 5 education administrative buildings in 18 districts/cities of the Khatlon Region and Dushanbe. These schools will replace and/or upgrade old/obsolete and substandard buildings and equipment. Five of the schools are targeted to eliminate triple-shifting in the existing facilities/schools.

69. Schools to be constructed have been selected on the basis of the following criteria: (i) Inclusion in the Decree No. 504 dated 26/11/2016 of the Government of the Republic of Tajikistan aiming to address emergency of insufficient classroom space; (ii) Non-existence of school facilities in the targeted villages/districts (particularly the newly established settlements/villages); (iii) Triple-shift schools resulting in reduction of instructional time; and (iv) Obsolete/outdated infrastructure of emergency conditions of potential risk for children and staff.

70. In line with the minutes of the LEG Meeting dated 19 November 2018 for selection of the IsDB as a Grant Agent of the GPE Multiplier Fund in Tajikistan and with a view to create synergy and closer coordination among the Development Partners, it was agreed to align this project with the World Bank’s Early Childhood Development for Building Tajikistan’s Human Capital Project. In this context, all schools to be funded by IsDB/GPE will include one classroom for the pre-school (early education) education. The MoES will liaise with the Work Bank Office/Project Team to cover teacher training and capacity building aspects of the pre-school facilities under the World Bank project. The LEG will provide a platform for further coordination of the activities under the two project.

## **Component 2: Improving Competency Based Education (US\$ 5.62 million):**

71. This component focuses on two major inputs foreseen by the MoES strategy: (i) support to curricula reforms and the roll-out of the new curricula; and (ii) support for learning assessment that is of direct feedback into the teaching and learning processes. Each of these two major inputs is designed as a discrete sub-component. A stocktaking of CBE activities will also be supported by this component.

72. The curriculum sub-component aims to respond to several challenges: incompatibility of the current textbooks with the competency-based curriculum; insufficient attention to subject competencies and their possible integration with key competencies in the approved Curriculum Framework and teacher training programmes based on it; teachers' uninformed and fragmented understanding of the proposed reform; lack of systemic support for the teacher in the process of the competency-based curriculum rollout; and lack of strong evidence for improved teacher competence and student learning outcomes as a result of interventions in the country.

73. The main objective of the curriculum sub-component is to reduce the gap between declared and implemented curriculum for grades 5-9 for maths and languages, piloting in Dushanbe and 10 districts of the Khatlon region.

74. Seven major activity areas comprise this sub-component: i) Classroom-based system of teacher support; ii) Recommendations for the revision of standards; iii) Teacher training course for methodologists and deputy heads; iv) Model for school practice in pedagogical universities; v) E-library of materials for education professionals; vi) Modern set of language teaching materials; and, vii) A blended in-service course on selected aspects of inclusive education.

75. The assessment sub-component addresses the lack of a systematic, evidence-based method to assess either ongoing classroom learning outcomes or mid- or end-year student progress. The main objective of this sub-component is to support reform in assessment practices in line with new CBE standards. In CBE, assessment focuses on competencies, rather than knowledge and skills. Thus assessment is both formative and summative and forms an integral part of the process of the development of competencies. This component will support learning assessment with an emphasis on formative assessment within the context of the new CBE curriculum across Grades 5-9.

76. Activities under this sub-component cover three areas: formative assessment, summative assessment and pre-service teacher training. Formative assessment activities include: the development of assessment strategies; the development of blended in-service teacher training; and the strengthening of the

mentoring system for teachers. Summative assessment will cover the end-of-grade examinations. Pre-service teacher training includes the revision of the training programs to include effective formative assessment aligned with CBE.

77. This component will also include a sub-component pertaining to stocktaking of the CBE related activities/operations carried out by the Government and the development partners. An international consultant will be hired to prepare a comprehensive report on the CBE related activities and to propose a road map ensuring cohesion across and within for future interventions by the government and development partners.

### **Component 3: Upgrading/modernization of the Education Management Information System (EMIS) - (US\$ 1.5 million).**

78. This component addresses issues raised in two diagnostic studies that point to four sets of problems/issue that impede the full effectiveness of the current EMIS. It will address issues related to: the enabling environment; the overall technical soundness of the EMIS namely: the quality of the data used; and how EMIS information is used for decision-making.

79. The overall objective is to ensure that the EMIS is an effective tool for the efficient management of the system. For this, the EMIS needs to be comprehensive and integrated, and support planning and policy making process at the MoES, district and school levels in support of the overarching goals of the system on access, equity, and quality of education. In order to accomplish these objectives, the EMIS should enable policymakers to: i) Measure inequity in the education sector; ii) Assess performance of students, schools and districts against standards; iii) Explain patterns and relationships and decide “what works in education”; iv) Develop profiles of schools and districts in a comparative approach; v) Develop composite indices of input, process and outcome; vi) Identify sector education problems; vii) Develop trend analysis, i.e. the change in time of various indicators; viii) Evaluate the relative performance of schools and districts, in order to identify over- and under-performers; ix) Play “what-if” scenarios in order to develop action plans for schools and districts; x) Develop index-based resource allocation; xi) Target based on criteria of need; and, xii) Explore local trade-offs between schools and districts and discover latent local resources.

80. The main activities of this component are: Development/upgrading the Data Management Application (DMA) and the Data Reporting Application (DRA) for data processing, management and reporting based on indicators and queries; Development of the Data Analysis Application (DAA) as an advanced data analysis tool for policy and planning purposes at the MoES and regional/district levels; Taking technical and institutional measures for insuring data quality through data collection mechanisms and multiple data validations and triangulations;

Developing district dashboards (datasheets) at the MoES level, and school dashboards (datasheets) at regional/district levels, and ensuring that they are communicated to districts and schools, as well as disseminated to select stakeholders; and, Building human resource capacity and sustainability by training of staff at MoES and region/district levels.

#### **Component 4: Support for Project Implementation (US\$ 2.38 million)**

81. This component will include: (i) Support to operational logistics for the Project Management Unit; (ii) Consultancy services for detailed design reviewing/revising, procurement arrangements and supervision of project activities; (iii) Project start-up workshop, midterm review and training courses for the staff of EA; and, (iv) Project financial auditing.

82. The existing Project Management Unit (PMU) established under the IsDB's recently closed projects will be strengthened to support the implementation of the project. Furthermore, a consultancy firm will be hired for reviewing/revising of the detail designs, preparation of tender documents, supervision of bidding processes, contract awarding, project progress monitoring/reporting and supervision of the project activities. A project start-up workshop will be conducting to orientate stakeholders about the IsDB compliance requirements concerning financial disbursements, procurement, and project management, monitoring and evaluation. The Mid-Term Review (MTR) by the EA and IsDB aims at drawing lessons and streamlines the implementation process. A local auditing firm will be hired to conduct financial auditing of the project's financial books on annual basis. This component will also support capacity building in the EA through training courses for the staff of the procurement and financial management departments.

#### **The Variable Part of the GPE Financing:**

83. The Variable Part of the GPE grant will be disbursed based on the achievement of disbursement-linked results (DLRs) of three stretch indicators, presented under each of the GPE variable part dimensions: quality (learning outcomes); efficiency; and equity. These stretch indicators (or disbursement-linked indicators—DLIs), along with their targets, DLR allocations and verification protocols are presented in the table-2 below. Details are provided in **Annex-16**.

#### **Past Lessons Learned and Reflected in Project Design:**

84. There are a host of lessons learned from overall country portfolio and sector operations by IsDB and other development partners in the country. While the overall portfolio performance has improved in the last decade, there are still physical and financial project implementation delays due to low capacity of PMUs, poor reporting and weak engagement of the Executing Agencies with the projects. Based

on lessons learned from past interventions of the IsDB and other development partners, the following measures have been considered in the project design:

- Government may require thorough consideration of IsDB's blended financing including Instalment Sale mode of financing. In order to avoid delays in project's pre-effectiveness process, the Bank will assign skill mixed project negotiation team including a legal specialist with the aim of addressing all issues which may prolong government consideration/signature/ratification of financing agreements and better understanding of IsDB financing terms.
- Advanced procurement is envisaged to expedite recruitment of consultants and minimize financial agreement ratification lead-time which can be lengthy;
- It is a practice in Tajikistan that the PMU Directors are appointed by the Government of Tajikistan. This should be aligned with the IsDB guidelines and procedures to issue governmental decree after selection of the PMU director according to IsDB procedures. The IsDB will closely engage with the EA for the selection of competitive and professional PMU director and staff as per IsDB guidelines.
- Accurate procurement planning/packaging, recruitment of the project management and supervision consultants through ICB/MC and close follow-up and regular supervision and implementation support from IsDB.
- The project management team will continue to consult with representatives from all partner organizations whose mandate covers aspects the project activities to ensure harmonization and build strong synergies.
- Cooperation among the development partners needs to be ensured. The project strongly supports collaborative initiatives and intends to build upon the results achieved by other partners rather than propose an alternative.

## **D. Project Thematic Orientation**

### **Climate Change:**

85. Tajikistan is considered as a vulnerable country to climate change and characterized by harsh climate conditions including continental climate with cold winters, environmental degradation and scarcity of resources in remote mountainous areas. It is considered the main glacial centre of Central Asia and glaciers occupy about 6% of the total country area. The country has already lost considerable volume of ice glaciers during the recent decades. Further increase in temperature is expected to accelerate glacial retreat.

86. Most of the existing schools within the Khatlon area were not built with the same standards depending on the age of the building and the location. The schools

built in the remote areas are normally composed of clay and wood materials thus making the building vulnerable to climatic conditions such as extreme winter and summer periods. The buildings also become vulnerable to seismic shocks such as earthquakes and landslides.

87. The climate risk screening indicates an overall medium climate risk for the project. However, the screening also indicates high risks of (i) Flooding and (ii) Snow loading in the Khatlon Region, where most of the schools will be constructed/rehabilitated. Flooding and snow loading could have implications on the long-term durability of the schools and cause significant damage to buildings and other supporting infrastructure and pose safety risks to students and staff.

88. The current standards and school building designs adopted by the country will greatly enhance the adaptive capacity of buildings to natural disasters and climatic conditions. Appropriate climate change adaptation strategies and options have been mainstreamed into project design including future maintenance to enhance climate resilience of the project. Some of the adaptation measures included in the project are: (i) The rooftops of the school buildings will have the capacity to withstand snow loading of 70 kg per m<sup>2</sup>. The rooftops will also be in a slanting position to prevent the accumulation of too much snow on the buildings; (ii) Double-lazed windows and wooden floorings will be used for the construction to enhance heat retention/insulation of the buildings during the winter months. This will also help to reduce energy consumption for heating during winter months; (iii) Cement and concrete will be used for the construction as per the national building standards, which will enhance the structural protection of the buildings against climatic and geological shocks; (iv) Optimal drainage systems, where necessary, will be included in the construction to minimize/mitigate the impacts of flooding and to some extent precipitation increase. It is envisaged that the project supervision consultant will monitor and ensure the inclusion of all the adaptation measures into the design of the buildings. Additional information is provided in **Annex-6**.

### **Women and Youth Empowerment:**

89. The project area is Khatlon region as one of the most populous provinces in Tajikistan. The project has taken into account the gender and youth development in its design so as to promote gender equity and youth empowerment. It aims at improving the learning environment and conditions through hard and soft components, some of which have direct and indirect impact on youth development and the empowerment of women and girls. The project will provide easy access for children and girls in the rural areas preventing the cases of student drop outs (particularly girls) due to long walking distance to school. All new schools will include separate sanitary facilities for girls to address their special needs.

90. In line with the IsDB's Youth Development Strategy, provision of equipment and furniture along with civil works for construction/rehabilitation of 68 schools under the first component of the project will create employment opportunities for the local youth including girls and boys in construction work, accounting and financing, and project management. Furthermore, girls and young women and men are direct beneficiaries of the project as students and teachers. The project will ensure that all activities under this component would be gender neutral.

91. Under the component related to strengthening of the EMIS, modules would be developed to enable gender disaggregation of data, thus enabling more gender-sensitive policy development and strategizing. The Project will track certain indicators (e.g. number of children enrolled and number of additional qualified teachers resulting from project interventions) that will be disaggregated by gender.

92. The third component of the project aims to support effective implementation of competency based education (CBE). CBE helps to centre learning on real-world skills and competency development. For many students, CBE is a direct path to a successful career. The outcome is that students are workplace ready and have expertise in their chosen fields.

93. The project component pertaining to curriculum roll out and assessment ensure that all teaching-learning materials of language and mathematics to be developed by the project will avoid gender bias and ensure gender neutrality.

#### **Disaster Risks Management Analysis:**

94. The Geological Risks to the project include earthquakes and Seismic landslides. Tajikistan is prone to earthquakes and seismic landslides, which could have significant implications on the stability and structural integrity of buildings. National Disaster Risk Reduction Strategy of the Republic of Tajikistan for 2019-2030, envisages necessary measures for assessing the technical condition of buildings and structures of educational institutions to determine their resilience to natural disasters. In line with the national standards, the project design and construction phases includes appropriate measures to mitigate the geological risks associated with the project. As per national standards, the school building would be resilient to earthquakes with Magnitude Scale of eight.

95. The Government also has protocols and procedures for the safety of staff and students during Seismic events. The management of existing schools have the experience and follow these protocols and procedures in the event of earthquakes. Some of the existing schools also have emergency exits that serve as escape routes during earthquakes. These standards, protocols and procedures will also be mainstreamed into the operations of the new schools.

## E. Project Cost and Financing Plan

### Project Costs:

96. The total cost of the project excluding taxes is estimated to be US\$ 46 million. The breakdown of various cost items of the project is shown in the table-2:

**Table-2: Cost breakdown of the Project (US\$ million)**

No.	Project Component	Expenditure Category	Local	Foreign Cost	Total Cost
1	Civil works	Works	21.93	6	27.93
2	Equipment and furniture	Goods	4.40	1.24	5.64
3	Curriculum Rollout, Learning Assessment, and Stock-taking of CBE activities	Services	2.7	1	3.7
4	Textbook printing		1.92		1.92
5	Upgrading/Modernization of EMIS	Goods/services	0	1.5	1.5
6	Support to Project Management	Services/goods	0.63	1.75	2.38
	Base Cost		31.58	11.49	43.07
	Contingency (Physical)		1	0.53	1.53
	Contingency (Financial)		1	0.4	1.4
	<b>Total Cost</b>		<b>33.58</b>	<b>12.42</b>	<b>46</b>

### Proposed Financing Plan:

97. The IsDB is requested to finance the project in amount of US\$ 30 million. The IsDB will consider allocation of Instalment Sale Financing in the amount of US\$ 10 million, IsDB Loan of ID 7.3 million (equivalent to US\$ 10 million)<sup>13</sup>, and ISFD Loan of US\$ 10 million to be blended with the GPE Multiplier Fund Grant allocation of US\$ 10 million. The proposed contribution of the Government to the project cost will be US\$ 6 million. The financing plan of the Project is shown in Table - 3.

**Table -3: Proposed Financing Plan of the Project (US\$ million)**

No.	Project Components	IsDB				GPE			GoT	Total
		ISFD Loan	IsDB Loan	I. Sale	Sub-Total	Fixed Part	Variable Part	Sub-Total		
1	Enhanced Access to Education Facilities	6.73	9.1	9.27	25.1	1.8	1.08	2.88	5.59	33.57
2	Enhancing Competency Base Education (CBE)	0	0	0	0	3.7	1.92	5.62	0	5.62
3	Upgrading/Modernization of EMIS	0	0	0	0	1.5	0	1.5	0	1.5
4	Support to Project Management	2.24	0	0	2.24	0	0	0	0.14	2.38
	<b>Base Cost</b>	<b>8.97</b>	<b>9.1</b>	<b>9.27</b>	<b>27.34</b>	<b>7</b>	<b>3</b>	<b>10</b>	<b>5.73</b>	<b>43.07</b>
	Contingencies	1.03	0.9	0.73	2.66	0	0	0	0.27	2.93
	<b>Grand Total</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>30</b>	<b>7</b>	<b>3</b>	<b>10</b>	<b>6</b>	<b>46</b>

<sup>13</sup>. ID 1= US\$ 1.3369 (19.11.2019)



98. As per IsDB practice, a contingencies budget is envisaged out of IsDB and government contribution with a view to address variance in cost estimates at tender or other commissioned unforeseen variation orders during implementation. Where such variations are not fully covered by the contingencies, they are considered as cost overrun on the Project and shall thereof be covered by the Government of the Republic of Tajikistan.

**UNICEF:**

99. UNICEF will contribute to the total budget with additional in-kind contribution of US\$ 750,000 to support project implementation costs for the implementation of project component 2 (Improving learning conditions by enhancing competency-based curriculum rollout and learning assessment). This amount will cover staffing costs and additional costs needed for technical support and monitoring of interventions. A total of 97,933 USD of Project Budget (GPE Multiplier Grant) will be used to cover project supervision and reporting by UNICEF. UNICEF will apply a 5% of recovery costs, which cannot be waived as per UN rules and regulations.

**GPE Co-Financing:**

100. The GPE's total allocation of Multiplier Fund for Tajikistan is US\$ 10 million distributed to: (i) a fixed (requirements-based) portion corresponding to 70% of the grant (US\$ 7 million), and (ii) a variable (incentives-based) portion corresponding to the remaining 30% of the grant (US\$ 3 million). The fixed part of the GPE allocation would be available as soon as the Project becomes effective. The fixed part would jointly support the civil works and equipment component (US\$ 1.8 million), strengthening of EMIS (US\$ 1.5 million) and consultancy services for learning assessment, curriculum rollout and stocktaking of CBE activities (US\$ 3.7 million). The variable part of the GPE Grant (US\$ 3.0 million) would be used exclusively to finance textbook printing (US\$ 1.92 million), civil works (US\$ 0.9) and purchasing of school furniture/equipment (US\$ 0.18 million). Distribution of GPE allocation to fixed and variable part is shown in Table-4.

**Table 4: Allocation of GPE Funds (US\$ million)**

Project Components	Fixed Part	Variable Part	Total GPE Financing
<b>1. Enhanced Access to Quality Education Facilities</b>	<b>1.8</b>	<b>1.08</b>	<b>2.88</b>
1.1 Civil works	1.5	0.9	2.4
1.2 Equipment/furniture	0.3	0.18	0.48
<b>2. Consultancy Services for Learning Assessment, Curriculum Rollout, and Stock-taking of CBE related activities and textbook printing</b>	<b>3.7</b>	<b>1.92</b>	<b>5.62</b>
<b>3. Upgrading/Modernization of EMIS</b>	<b>1.5</b>	<b>0</b>	<b>1.5</b>
<b>4. Support to Project Management</b>	<b>0</b>	<b>0</b>	<b>0</b>
4.1 PMU Expenses	0	0	0
4.2 Start-up workshop and training course for EA's staff	0	0	0
<b>Total</b>	<b>7</b>	<b>3</b>	<b>10</b>

101. Additional information about GPE's variable part financing is provided in **Annex-16** and the detailed cost breakdown of the project is provided in **Annex-7**

## **F. Implementation Arrangements**

### **Executing Agency / Agencies (EAs):**

102. The Ministry of Education and Science (MoES) of the Republic of Tajikistan will be the Executing Agency (EA) of the Project. The Executing Agency has implemented four operations under IsDB financing, four projects under GPE financing and several projects financed by other development partners. MoES (EA) in general has vast experience in managing of similar scale projects. However, these operations implemented under individual PMUs funded by different MDBs or financiers with support from international consultants.

103. The EA will be responsible for the overall operational, technical and financial aspects of the project. The EA will be assisted by a Project Management Unit (PMU) and a project supervision consultant for day-to-day management of the project. The PMU will be considered as a part of the project implementing structure of the EA and will function as its executing arm for this project. The PMU will submit all disbursement requests and project related reports to IsDB through the EA and after clearance/approval of the EA. Additional information is provided in **Annex-8**.

### **Institutional Arrangements:**

104. The institutional arrangements for project implementation and the required reporting structure, will include EA, PMU, Project Supervision consultant and IsDB's project supervision and support missions. The PSC will be responsible for monitoring, evaluation and reporting of the project implementation and quality of deliverables under all components of the project on a quarterly basis. The PSC will monitor and report on achievement of the development objectives, outputs and outcome indicators, and realization of the project implementation timelines as per the project procurement and implementation plans. The PSC will also bring to the attention of EA and PMU any issue and problem arising during the project implementation period and recommend/seek solution from EA/PMU for timely addressing of those issues. A project closing report including technical, operational and financial aspects of the project will be submitted by the PSC within three months after completion of the project activities.

105. UNICEF will be responsible for management and implementation of the component No 2 and will provide the EA, PMU and IsDB with quarterly reports on the progress in implementation of the project activities that it will handle under a joint Memorandum of Understanding (MOU)/Advisory Service Agreement to be signed between UNICEF and Government of Tajikistan. The UNICEF's reports will

be incorporated in the quarterly reports of the PSC. The consultancy firm to be hired to handle EMIS related component, will also provide quarterly reports on the progress of its implementation.

106. The PMU located in the premises of the MoES will be responsible for the day-to-day management and administration of project activities, which, inter alia, include: (i) operational management of the project; (ii) financial management, including planning and budgeting, accounting, financial reporting, internal controls, funds flow and disbursement and auditing; (iii) management of environmental and social safeguards aspects; (iv) procurement and contract management for all components; and, iv) Project completion. The PMU will also be responsible for the coordination amongst project stakeholders, service providers and the financing parties i.e. government and the IsDB. The PMU in close coordination with the relevant Departments/Entities of the EA will also monitor/evaluate the quality of deliverables and timelines of project implementation through internal control mechanisms. The EA will review and approve the progress reports and will take action on notifications/recommendations by the PSC. The PMU, through EA, will share progress reports for review and feedback by the IsDB on quarterly basis.

107. IsDB will conduct the Project supervision and support missions on semi-annual basis resulting in Project Implementation Assessment and Support Reports (PIASR). In close consultation with the Local Education Group (LEG) members, a midterm review will also be conducted to consider a mid-term progress review report to be prepared by the PSC and cleared by the EA and PMU. IsDB as Grant Agent of the GPE, will provide annual progress reports for review and feedback from the LEG members and GPE Secretariat. After completion of the project, the project post implementation evaluation will be carried out by the Operations Evaluation Department<sup>14</sup> of the IsDB.

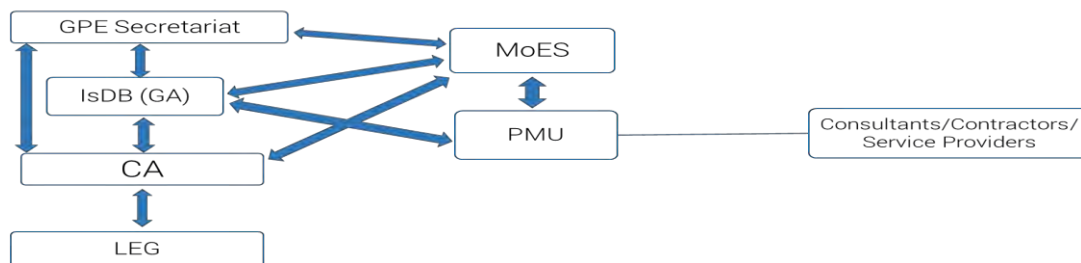


Figure 1: Project Implementation Structure

<sup>14</sup>. The Operations Evaluation Department of the IsDB evaluates relevance, efficiency and effectiveness of the IsDB interventions, and appraises sustainability of the development results achieved. The OE Department reports directly to the Board of Executive Directors (BED).

108. The Institutional arrangements of the project implementation is shown in figure-1.

109. The MoES's institutions/departments who will act as focal point for management of the project components would be as follow:

- Construction works: Department of Capital Construction of the MoES as well as Department of Marketing, Property and State Procurement.
- Equipment/furniture: Department of Capital Construction of the MoES; and the Department of Marketing, Property and State Procurement;
- EMIS: Department of EMIS
- Assessment: Department of preschool and general secondary education; National testing center, Department of quality of education;
- Curriculum roll-out: Department of preschool and general secondary education; Republican Methodical Center; Republican Institute for Teachers Training;
- In-service Teacher Training: Republican Institute for Teacher Training; Republican and District Education Departments, Methodological cabinets in schools, and Republican and District Education Departments.
- Pre-service teacher training: Pedagogical faculties of higher education institutions, pedagogical colleges and department of higher education of MoES;

110. General coordination of all components will be carried out by the MoES. Relevant Deputy Ministers will be appointed as focal points for various project components. For instance, construction works, equipment and EMIS will be coordinated by the Deputy Minister responsible for economic issues; assessment and curriculum roll-out will be coordinated by the Deputy Minister responsible for preschool and general secondary education; Pre-service teacher training by DM for Higher education.

111. To ensure institutionalization, all components related to UNICEF will be designed and implemented through relevant state agencies. UNICEF will ensure that the project will serve as a platform for building the capacities of these institutions and trigger necessary changes and reforms in their ways of working. International consultants will be paired with national consultants and their key roles will be providing technical support in designing and implementing project components. Close collaboration with MoES and relevant deputy ministers will be ensured through establishing clear lines of communication and formal processes of feedback and approval of suggested approaches and resources. Through coordination of partners and active use of LEG, UNICEF will ensure that there is no replication of activities and partners working in similar

areas are complimenting each other's' activities to achieve more holistic reforms;

112. Implementation plan/timeline is provided in **Annex-8**.

**Implementation Plan and Project Readiness:**

113. The project will be implemented in 48 months (4 year) after effectiveness. The effectiveness conditions will be specified in the project financing agreements to be signed between IsDB and the Government of Tajikistan and the terms and conditions of the IsDB financing in Annex-13.

114. The engineering drawing and designs for civil works have already been prepared under the State Program for Development of Education Facilities in Khatlon Region (2017-2021). The Project scope, components, as well as financial and operational arrangements including project implementation plan, procurement and financial management issues has been agreed with the EA. The proposed project activities are not expected to cause any physical or economic displacement. Moreover, these activities do not pose any direct risks or impacts related to labour issues. Counterpart financing has been confirmed by the Government of Tajikistan, GPE and UNICEF. The government has confirmed that most of the civil works will be done within the premises of the existing schools and land allocation certificates have already been obtained for all schools.

115. The Bidding documents for the civil works, equipment and EMIS components will prepared and processed by the PMU and EA with support of the PSC.

116. In view of the experience of the IsDB's previous operations, the speed of implementation is a key concern in this project which is jointly financed by IsDB and the GPE Multiplier Fund. Therefore, the advanced procurement of the consultancy services is proposed to expedite the implementation of the project. The Government of Tajikistan will officially request IsDB's no objection for commencing advance procurement of the project. To expedite the project implementation, the project will also use the services of the existing PMU established under the IsDB's recently closed education sector projects. The PMU's key staff will be recruited on competitive basis.

117. Local government authorities will be responsible for extension/connection of electricity, water, road and other facilities outside the premises of the schools.

118. Additional information is provided in **Annex-8**.

**IsDB Project Monitoring and Implementation Support Plan:**

119. In addition to internal control mechanisms of the EA and the role of PMU and PSC in monitoring of the project implementation, the IsDB will also support and monitor the progress of the project. A start-up workshop will be organized to

orientate the project stakeholders on the IsDB project management guidelines and procedures and will enable them to discuss and review the project implementation, procurement, and disbursement plans and overall monitoring and evaluation structure of the project. Technical courses will also be organized for training of the procurement and financial management departments of the EA, PMU and other relevant government institutions.

120. Furthermore, IsDB through its semi-annual Project Implementation Assessment and Supervision Missions and Midterm-review of the project will monitor and evaluate the project implementation process. The Bank will also review and clear the progress reports of the project to be prepared by the PSC and submitted through PMU to EA and IsDB. The project progress and mid-term review reports will assess the overall performance of the Project and propose necessary interventions for smoothing of the project implementation.

121. As per its procurement and disbursement guidelines, the IsDB will review and clear all procurement and disbursement documents and will ensure that fiduciary measures and guidelines are followed in project implementation activities.

The PMU will be responsible for overall coordination and exchange of information among the key project stakeholders including government, IsDB, UNICEF, as well as consultants and contractors. Additional information is provided in **Annex-8**.

## **G. Fiduciary Due Diligence**

### **Procurement Arrangements:**

122. The goods, works and services under the project components financed by IsDB and GPE (fixed part) shall be procured as per the procurement procedures and guidelines of IsDB for use of Works & Goods and Consultancy Services (current edition). The procurement of goods, works and services under the variable part of the GPE financing will be carried out under the regulations and guidelines of the Government of Tajikistan.

123. Based on the procurement findings and reviews that included lesson learned from past, ongoing IsDB/other MDBs projects, the capacity of the MoES/PMU, internal and local procurement process and market potential, the agreed procurement arrangements for the IsDB/GPE (Fixed Part) financed components shall be as follow:

### **Works**

124. The Works packages shall be procured using IsDB standard bidding documents through national competitive bidding (NCB) using a post-qualification process for efficient and effective delivery of the complexed nature of the packages.

125. The justification for adopting NCB for the project is based on the assessment and review of the national market and the experience from the implementation of previous IsDB projects in the same education sector. The review shows that most of the building material such as cement, brick, timber, metal and tile lime, paint, doors, windows are available locally. Based on the current capacity of PMU for the implementation of the NCB mode of procurement for 65 schools, it is strongly recommended to engage separate senior procurement specialist/s by the design review and supervision consultant to assist the PMU.

#### **A. Goods**

126. Procurement of school equipment/furniture and school laboratory equipment shall be through national competitive bidding process.

#### **B. Selection of Consultants**

127. The project design review and supervision consultancy services shall be procured within the framework of the IsDB procumbent guidelines using Quality Cost-Based Selection method with shortlist of firms from IsDB member countries.

128. Appreciating the EA's request to expedite the design works, upon request from MoES, advance contracting facility has been agreed for engaging the design and supervision consultancy services as well as other consultancy services under the project. However, the MoES shall undertake such Advance Contracting at its own risk. Therefore, the REOI and draft terms of reference for consultancy services shall be shared with IsDB as per the agreed procurement plan. Similarly, IsDB Standard Request for Proposal (RFP) and Standard Evaluation Report for Selection of Consultants will be used by the EA.

129. UNICEF will be involved through Single Source Selection (SSS), in handling some of the soft components of the project namely Learning Assessment, Efficacy of the Competency-based Curriculum Rollout, and Stock-taking of activities for effective implementation of CBE. The EA/PMU shall prepare and send the draft contract for IsDB's review and clearance. All services under the UNICEF contract shall be procured using UN system and polices which are acceptable to IsDB.

130. The UNICEF's country office in Tajikistan has an education section supporting the development and implementation of education sector plans and programs of Tajikistan. UNICEF is the GPE's Grant Agent for preparation of the new Education Sector Strategy (2021-2030) and is the Coordinating Agency of the Local Education Group. It is in close contact with the MoES and has the capacity to ensure successful delivery of the results of the above-mentioned components. The other key justification of involving UNICEF on SSS basis is its strong IT based monitoring and delivery system, which alerts the operations department regularly on the status and issues against the agreed plan. Given overall stringent system and human resource capacity for implementing such components makes UNICEF a preferred

and strong candidate when compared with the consulting firms providing similar services.

131. The procurement for the EMIS consultancy services and acquisition of goods shall be based on IsDB procurement guidelines using Quality Cost-Based Selection method with open international shortlist of firms.

132. The project financial auditor will be selected from a short-list of local audit firms and the selection method will be based on the Least Cost Selection method as outlined in IsDB Guidelines for the Use of Consultants (current edition). IsDB Standard RFP and Standard Evaluation Report for Selection of Consultants will be used by the EA.

### **C. Procurement for the PMU Support:**

133. Office furniture/equipment and vehicles for the PMU will be procured through national shopping. The PMU staff will be hired through national shortlist of individuals as per IsDB procedures. The choice of national shopping is justified by the fact that both standard office furniture/equipment and vehicles are available locally at prices below the international market and adequate in terms of efficiency and prompt delivery. Furthermore, in order to ensure wide competition, there are sufficient qualified national suppliers that have capacities to provide similar type of goods.

134. The MoES (PMU) will obtain prior approval of IsDB at every stage of the procurement, including the contract award and contract administration.

135. The main conclusions of the procurement reviews are: (i) the procurement capacity of the PMU needs to be reinforced by engaging experienced procurement specialist having exposure to MDB projects. Similarly given delays experienced in last IsDB projects, it is recommended to have a dedicated international procurement consultant or a procurement resource committed under the design review and supervision consultancy services contract, to support PMU to execute the project procurement components more effectively, (ii) the regional and international market is adequate to the needs of the project, and (iii) to monitor the implementation status, it is vital that EA/PMU prepares a comprehensive procurement quarterly report indicating (a) revised cost estimates, where applicable, for each contract; (b) status of ongoing procurement, including a comparison of originally planned and actual dates of the procurement actions, preparation of bidding documents, advertising, bidding, evaluation, contract award, and completion time for each contract; and (c) updated Procurement Plans, wherever applicable for all procurement actions for closer coordination. The revised procurement plans shall be cleared by IsDB.

136. The procurement arrangements are summarized in the table - 5 below:



**Table - 5: Procurement Mode for IsDB and GPE Financed Project Components**

Project Activities	Procurement Method						
	NCB	National Shopping	Single Source Selection	Intl. Shortlist of Firms (Open)	Intl. Shortlist (MC)	National Shortlist of Firms	National Shortlist of Individuals
<b>A. Works</b>							
Civil Works	X						
<b>B. Goods</b>							
School/laboratory Furniture/Equipment	X						
<b>C. Services</b>							
Design and Project Supervision Consultant					X		
Curriculum development and roll out, learning assessment and stocktaking study*			X				
Goods and services for EMIS				X			
Financial Auditor						X	
<b>D. PMU Support</b>							
PMU Equipment/Furniture		X					
PMU staff							X

Notes: ICB: International Competitive Bidding; LCS: Least cost selection /national shortlist; and, SSS\* (proposed to be implemented by UNICEF)

137. Additional information including procurement plan and list of procurement packages is provided in **Annex-9**.

**Project Financial Management and Audit Arrangements:**

138. The IsDB’s Project Financial Management Division has assessed the financial management system of the EA and the PMU dedicated for the IsDB financed projects which is located in the premises of MoES reviewing the following aspects: budgeting and planning, accounting and records, financial reporting, Internal control, funds flow and disbursement arrangements, and Audit.

139. The project will be financed from the GPE grant resources, IsDB financing, and the Government allocation. Relevant IsDB disbursement procedures and guidelines will be followed during the project implementation/disbursement. Financial plans of the project shall include the financial plan for the project implementation period and the annual budgets. The EA/PMU shall maintain annual budget planning divided into quarters.

140. The audit of the project's Consolidated Financial Statements will be conducted annually by an independent private audit company on terms of reference (ToR) acceptable to IsDB, and selected by the EA using IsDB guidelines and procedures. The financial audit company will be selected from among certified national auditors and will submit annual audit reports to the IsDB. The project financial audit will, inter alia, include: (a) assessment of accounting and financial control systems to monitor expenditures and other financial transactions, and to ensure safe custody of the project assets, (b) verification on expenditures submitted to IsDB, (c) assess whether the beneficiary of the project maintains adequate documentation on all relevant transactions, and (d) recommendations to improve financial management.

141. The audit will be conducted according to the International Standards on Auditing (ISA) issued by the International Auditing and Assurance Standards Board of the International Federation of Accountants (IFAC). The EA/PMU will provide the auditor with free access to all project documents and records and all other information that may be required for auditing purposes. Starting with the second disbursement request/replenishment of the special account, the availability of the audit contract will be a precondition for the advancement of funds to the special account of the project. Additional information is provided in **Annex-10**.

**Project Disbursement Arrangements:**

142. The disbursement of IsDB allocated resources will be based on the IsDB's disbursement guidelines and procedures. Disbursements to contractors, consultants and implementing partners (IPs) including UNICEF will be through direct payment and according to IsDB disbursement procedures and guidelines. Specific payment arrangements may be considered with UNICEF for use of its services.

143. The GPE allocated funds will be disbursed within the Framework of the Financial Procedures Agreement signed between IsDB and World Bank (as GPE Fund Trustee) and IsDB's disbursement guidelines and procedures.

144. The Project disbursements will be in US dollars and will be processed based on the invoices of contractors/consultants and service providers duly verified by the project supervision consultant and approved by the officially authorized signatory of the EA. Small amounts including PMU expenses will be disbursed through a Special Account (SA) to be opened by the MoES and operated through the PMU in accordance with the IsDB's Special Account Guidelines. The disbursements to contractors would be subject to verification and certification of completed works by the third party (independent project supervision consultant).

The deliverables and invoices of the project supervision consultant will be verified by the EA and the PMU.

145. Subject to IsDB and GPE approval of the project, the tentative disbursement schedule is given in the table - 6 below:

**Table – 6: Disbursement Schedule of the IsDB/GPE Resources**

Year	IsDB				GPE			GoT	Grand Total
	Inst. Sale	IsDB Loan	ISFD Loan	IsDB Total	FP	VP	GPE Total		
<b>Yea 1</b>	0.39	0.36	0.91	1.66	1.28	0	1.28	0.27	3.21
<b>Year 2</b>	3.08	2.99	2.66	8.73	2.4	0	2.4	1.96	13.09
<b>Year 3</b>	3.79	3.72	3.57	11.08	2.14	0.97	3.11	2.4	16.59
<b>Year 4</b>	2.01	2.03	1.83	5.87	1.18	2.03	3.21	1.1	10.18
	<b>9.27</b>	<b>9.1</b>	<b>8.97</b>	<b>27.34</b>	<b>7</b>	<b>3</b>	<b>10</b>	<b>5.73</b>	<b>43.07</b>

146. Additional/detailed information is provided in Annex-11.

## **H. Project Results and Monitoring**

### **Key Development Results Indicators:**

147. The first component of the project aims to enhance access to student friendly education environment with modern facilities. This will be measured by the output level indicators of 68 schools with the capacity of 752 classrooms and outcome level indicator of access to 18,000 students.

148. Under the curriculum related subcomponent of the project, the objective is to reduce the gap between declared and implemented CBE curriculum through improved classroom practice, enhanced in-service and pre-service professional development, and development and printing of teaching-learning materials. These will be measured by the output indicators including: i) Teacher supportive supervision model & methodology developed and selected teachers and supervisors trained; ii) Revisions in subject standards recommended; iii) A new in-service course for methodologist and deputy heads developed and selected professionals and trainers trained/certified; iv) CBE based model for school practice developed for pedagogical universities and selected mentors trained in CBE; v) E-library upgraded/established and a number of items of methodological support materials digitally available; vi) A modern set of language leaching/learning materials developed and printed; vii) Research reports on CBE available; and, viii) A blended in-service course developed to address selected number of Special Education Needs (SEN) and selected trainers and teachers trained in differentiated learning;

149. Under the Assessment sub-component, the outcome level objective is to achieve increased reliability, accuracy and standardization of assessment through

reform of learning assessment. This will be measured by output level indicators including i) Training of Teachers in formative assessment ii) development of learning assessment instruments/strategies iii) strengthening mentoring system iv) development and administration of End of the grade examination tools v) Action research on CBE based learning assessment by State Pedagogical University teachers; and, vi) Integration of CBE based assessment (formative and summative assessment) for in-service and pre-service teacher training.

150. A report will also be prepared to take stock of all CBE related activities by the DPs and the government entities with a view to analyse the gaps and recommend a common action plan/road map for promotion/enhancing of CBE in the country.

151. Under the EMIS related component, the outcome level objective is to improve overall system efficiency by strengthening/developing of a modern, integrated and sustainable EMIS to support education sector policy, planning and resource allocation by providing in-time and quality data and routine/on-demand analytical reports at MoES/region/district/school levels. These will be monitored and evaluated by achievement of the following output level indicators: i) One EMIS architecture documentation package, EMIS hardware and software purchased; ii) Customized EMIS database applications operational at MoES & regional/district levels; iii) Customized data Management Application (DMA), customized Data Reporting Application (DRA), and customized Data Analysis Application operational; iv) Data validation & triangulation system operational, customized application and procedures operational, & training completed for selected trainees (10 days) on data management and validation/triangulation; v) Schools/districts dashboards available and disseminated for all pilot schools/districts and number of staff (15 days) trained in the pilot schools; and vi) EMIS generic training/workshops and training courses on data collection, data basic reporting, data analysis, and data dissemination & communication delivered.

152. The Results Based Logical Framework matrix is provided **Annex-1**.

#### **Monitoring and Evaluation of Outcomes/Results:**

153. The project development objective and results indicators would be monitored using the following sources and methodologies: (i) baseline, midline and end-line studies under the soft components of the project; (ii) quarterly progress reports of the project; (iii) EMIS and regular administrative data collection processes; and, iv) other monitoring and evaluation reports including Mid-Term Review report;

154. The PMU will be responsible for reporting on the progress in project implementation and result indicators on quarterly basis, overall coordination, exchange of information and gathering of the quarterly progress reports and

information from MoES's representatives, local authorities, UNICEF and the project consultants and contractors for communicating with the IsDB.

155. The TORs of the consultants for components pertaining to assessment, curriculum rollout and EMIS will envisage baseline, midline, end-line and quarterly progress reports on achievement of result indicators at output and outcome levels. The contractors will also provide progress reports on quarterly basis. These reports will be incorporated in the quarterly progress reports to be prepared/submitted by the PSC through PMU.

156. The PSC will monitor and report on achievement of the development objectives, outputs and outcomes indicators, and realization of the project implementation timelines as per the project procurement and implementation plans. The PSC will also bring to the attention of EA/PMU any issue and problem during project implementation period and recommend/seek solution for timely addressing of those issues. The PSC will directly report to the EA/PMU.

157. The EA/PMU will monitor/evaluate the quality of reports, deliverables and timelines of project implementations and will review and approve the progress reports and will take action on notifications by the PSC. The EA/PMU will share progress reports for review and feedback by the IsDB.

158. A project closure report including technical, operational and financial aspects and results of the project will be submitted by the PSC and through the PMU within three months after completion of the project activities.

159. A midterm review report will also be prepared after the second year of the project implementation. The midterm review report will be shared with Local Education Group (LEG) members for their review and feedback. IsDB as Grant Agent of the GPE, will provide semi-annual progress reports for review and feedback from the LEG members and GPE Secretariat.

160. Gender and youth development issues would be monitored over the project implementation cycle by measuring gender perceptions and involvement of youth in project operations. The selected project indicators would be monitored and disaggregated by gender.

161. The monitoring of indicators related to the GPE Multiplier Fund variable part would be conducted either by a capable government agency or the Project supervision consultant. Additional information on implementation timeline is provided in **Annex-8**.

## I. Project Risks and Sustainability

### Project Risks:

162. The overall project operational risk is rated medium given the following two major facts: (i) the EA and the State Investment Committee have vast experience of implementation of similar size projects with support of development partners, and (ii) the local market and contractors have capacity for implementation of small size civil works (10 or 8 classroom schools).

163. Operational Risk is rated substantial: To mitigate this risk, capacity of the EA and PMU will be strengthened by organizing a start-up workshop and separate training courses on project management, procurement and financial management of the project for relevant departments of the MoES and other internal institutions, and the recruitment of project supervision consultant. IsDB through PIASR Missions, and midterm review of the project would also support the EA/PMU throughout project implementation. Furthermore, the IsDB Regional Hub Almaty and the project team responsible for supervising the project implementation would maintain close coordination with the EA/PMU for better monitoring of the day-to-day operation of the Project. UNICEF's involvement in implementation of the soft components of the project pertaining to learning assessment and curriculum rollout will also help mitigate this risk and ensure effective delivery of the expected results.

164. Sector strategy and policies risk is rated substantial. The current Education Sector Strategy and Medium Term action plan is going to expire in 2020. The Government of Tajikistan has already undertaken preparation of the new Education Sector Plan with financial support of the GPE and involvement of UNICEF as Grant Agent. Notwithstanding, there is also lack of upstream policy document at sub-sectoral levels (particularly the learning assessment) which imposes policy risk for the project sub-components. Under the GPE's variable part contribution, necessary measures will be taken to finalize the Assessment framework as policy document.

165. Project technical risk is rated Substantial mainly due to (i) requirements for co-financing from the GPE Multiplier Fund (as IsDB's first ever co-financing operation with GPE) and limited control of the Bank on the stretch indicators for releasing of the Variable Part of the GPE financing; and (iii) multi-sectoral activities supported through component pertaining to assessment and curriculum rollout. These risks would be mitigated at implementation stage by the involvement of UNICEF country office for close monitoring of the soft components of the project and active involvement of the LEG members and closer coordination with GPE Secretariat in addressing operational and financial aspects of the GPE Financing.

166. Environmental and social risk is rated Low: the project will finance small scale school constructions within the premises of the existing schools with no

environmental and social implications. The environmental impact assessment does not foresee significant risks from the project. Nevertheless, as mitigation it will be ensured that the environmental management plan (EMP) will be included as part of the civil works contracts.

167. Pre-effective delay risk is substantial: the government procedures for signature and effectiveness of the project agreement may cause delay in commencement of the project implementation. This will be mitigated by comprehensive review of the project financing agreements during the project negotiation mission and advanced procurement of the consultancy services with a view to expedite project implementation within the proposed timeline.

168. Fiduciary risks: As suggested by the procurement strategy and financial management reviews of the capacity of the EA/PMU, there is a need to enhance the financial management and procurement capacity through hiring of dedicated specialists with relevant knowledge and experience of the MDB policies and procedures. To mitigate the fiduciary risks, the PMU would hire qualified full-time procurement and financial management specialists to be assigned to the project. Experienced international Procurement Specialist/s would also be hired under the project supervision arrangement with targeted assistance in procurement activities of the project. Additional measures will include sensitization of the EA/PMU on the IsDB implementation requirements, hiring of an external auditor, use of special account (SA) with replenishment upon submission of the auditor's certification and direct payment for contracts. The PMU information system will to be integrated to the EA system and financial controller to be recruited or designated by the EA for the project.

169. Stakeholder risk is rated Substantial. As per GPE modalities, the project preparation and implementation would be monitored and evaluated by LEG. To ensure ownership of the LEG and its active contribution to the project, there is a need for effective coordination and communication by the Coordinating Agency. In view of the UNICEF's direct involvement in the project implementation, the Coordinating Agency's role would be of high significance to address this risk. To mitigate this risk, IsDB and the GPE Secretariat will maintain closer contact with the LEG members and the coordinating agency to ensure timely reporting to LEG and feedback from its member entities. Risk Matrix is provided in **Annex-12**.

### **Project Sustainability:**

#### **Economic Sustainability:**

170. The sustainability of schools, equipment and capacity building activities under the project will largely depend on the regular budgetary allocations for routine and periodic maintenance of buildings and equipment and enforcement/upscaling of the outputs under the Assessment and Curriculum related components.

171. The District Government budgets include an allocation for maintenance of each School. Schools are financed through per-capita formula. Financing guidelines are approved on annual basis by the government. This guarantees that all schools, including the newly constructed ones will be receiving financing – this relates to staff, maintenance, utilities and etc. Any other initiatives incorporated into national system as a result of the project will be legalized through adoption of appropriate regulations (laws and etc.) which will contribute to their further sustainability.

172. Strengthening the EMIS—consisting of hardware upgrading, training and improved data quality, timeliness, availability and utilization—should contribute to the overall effectiveness of education service delivery. Improved effectiveness, in turn, should contribute to the sustainability of the project through more rational and transparent allocation of resources. This is particularly important given that a good part of school resources come through the per capita financing mechanism which, in order to be effective, requires reliable information.

173. The sustainability of the EMIS component will be assured through “hard” and “soft” measures. The “hard” features to ensure sustainability are: a user friendly EMIS, a technically robust EMIS (customized, reliable and easy to maintain), a technically flexible and adaptive EMIS (able to incorporate future data demands) and an updated and performing IT infrastructure. The “soft” features for securing sustainability are: well-trained core professionals in charge with EMIS, clear and assumed procedures for operating EMIS, establishment of a data driven culture at all educational levels, an efficient use of data for decision making processes (based on timely/accurate data), data dissemination, establishment of a knowledge database and strong stakeholder involvement.

174. The following measures are proposed/envisaged to ensure sustainability of results of the assessment and curriculum components after the lifetime of the project: i) involvement of all key local partners to the project activities based on their mandate; ii) Revision of the current normative documents to ensure that all the proposed changes are approved and included in the official documentation; iii) Integrated approach with other development partners to ensure a joined vision and voice, as well as integration of the proposed approaches and their spin offs in their own country programmes; iv) Focus on capacity building of local staff and developing local competence for further implementation of the proposed approach; and v) A system of regular communication about the project aimed at involving local stakeholders into the process and developing ownership of results.

### **Social Sustainability:**

175. The World Bank indicates that education completion is correlated with wealth. Rural areas account for 73% of the entire population and are significantly poorer than urban areas (35 % vs. 23 %). 80% of the poor live in rural areas. To



illustrate this stratification, almost all (95%) of Dushanbe's households are in the highest wealth quintile, while Khatlon (project area) has only 10% of its populations in the highest wealth quintile. On the other hand, the average age of population is under 25 years, and 40% of the population is less than 18 years old. With around 30% of population living below national poverty line in 2016 and significantly higher rural poverty rates than in urban areas, a significant number of children fall into poverty every year.

176. On the other hand, according to the MoES's current school designing standards, the laboratory, library and sport facilities are only provided for the schools of 12 classrooms and more. This means that schools of 10 or less classrooms in rural areas have no access to laboratories and teaching/learning equipment. In the remote areas, the participation of students particularly girls in education is impacted due to the long walking distance to schools, space limitation in the classrooms and lack of suitable toilets and sanitary facilities. This creates inequity between the students studying in small schools in rural areas and those in big schools in city centres with more than 10 classrooms. As a result, the quality of education in rural areas is not comparable to urban areas and the students from smaller schools are not able to compete in the admission exams for higher education. Therefore, majority of those who are admitted to higher education are from urban areas and graduated from the schools with the better education facilities. This results in a chronic disparity leading to socio-economic inequality on the basis of income and geographic conditions. Children with access to high-quality facilities, curriculum, and teachers may perform better than those who do not. This is why strategically targeted policy can have an enormous impact on educational equity with socio-economic implications.

177. Based on the sector and demographic analysis of the project area and findings of the field visits of the Project Team, the project scope was revised to exclude big size facilities with a view to save funds for covering smaller schools of 8 to 10 classrooms. This increases the number of schools under project financing and brings about greater outreach and investment in remote, rural and deprived areas providing vulnerable and poor population in the Khatlon region with modern education facilities.

178. Furthermore, the revised project scope envisages not only more schools in rural areas but also better school designs to provide laboratory space and equipment for library as well as physics, chemistry and biology laboratories and mathematics and geography rooms which hitherto were not included in small schools. The project will also improve and update the education curriculum and standards, thus will also enhance the quality of education for students. It will make huge strides in addressing geographic and income based disparities in access to

quality education and will help reduce the socio-economic gap between rural and urban areas in the targeted districts.

179. The new buildings are also expected to offer greater resilience to climatic and geological shocks. This will enhance the safety of students and teachers in the event of earthquakes and other disaster-related events.

180. There are no population relocation and land acquisition issue associated with this project. The land that will be required to build and expand schools are government owned. As confirmed by the EA, the land allocation certificates have already been issued to school authorities and local officials by the government.

### **Environmental Sustainability**

181. This project is not expected to cause any changes to the surrounding ecosystems during the clearing of land and construction. Furthermore, the planned rehabilitation/construction of educational premises will be of small scale and not expected to cause significant or irreversible negative social and environment impacts. Losses in biodiversity and forests are also not envisaged as the allocated lands have minimal and scant vegetation and are located in the premises of the existing schools/education facilities within the existing settlements. The EA has also confirmed that the Project will not support any activities involving buildings which might be considered as physical cultural resources.

182. However, during the construction/rehabilitation works, the Project may generate some adverse impacts which will be associated with air pollution, dust, noise, construction wastes, asbestos, occupational hazards, etc. All these adverse impacts are minor, temporary, site specific, and can be easily avoided and/or mitigated during project implementation.

183. The new school building designs are also expected to enhance the sanitary conditions for students specially for girls including access to water in toilets and enhanced sanitary. However, more detailed environmental considerations will be assessed and taken into account at each site during the land clearing and construction phases. The Civil Works contract will include the development and implementation of an environmental management plan for each site.

### **Operational Sustainability:**

184. Since basic education (primary and lower general secondary) is free of charge in Tajikistan, comprehensive measures need to be undertaken to improve education outcomes and sustainability. These include supporting better learning environment, increasing community involvement, reducing teaching loads, rolling out the CBE based curriculum, increasing teacher salaries to retain present ones and inclusion of small fee-based services.

185. The sustainability of schools under the project depends largely on the regular

District budgetary allocations for both routine and periodic maintenance. According to the MoES the budget for maintaining educational institutions averages to 89,240 somoni (9,213.49 US dollars) in 2019. Budget allocation depends on the number of students in a particular educational level (primary, basic and secondary).

186. The blended (on & offline) teaching/learning materials to be developed by the project will be printed and used for filling the gap between declared competency based curriculum and textbooks. The project will also address the needs for training of teachers/mentors on pilot basis in the project targeted districts. The MoES is committed to adopting and using the project training modules and materials to continue the training of the remaining teachers to ensure child centred classroom practices are improved. Special CBE based courses will be developed for inclusion in the curriculum of pre-service teacher training.

187. During the winter months, the schools rely on the local authorities to provide coal and wood as fuels to operate the heating systems in the classrooms. Some schools operate a boiler system fired by coal and/or wood to generate steam, which is then passed through the school heating system to provide heat during the winter. Some other schools have heating devices using wood as fuel in the classrooms. This provides a solution to the heating requirements in the short to medium-term due to the availability of coal and wood in the project areas. However, the long-term operational sustainability needs to be considered further as pressure on natural resources (e.g. wood) could increase due to increasing demand. The project supervision consultant and Civil Works contractor/s will be required to explore alternative solutions.

## **J. Project Justification**

### **Technical Feasibility:**

188. IsDB has a history of operation in the education sector of Tajikistan. The Bank has established close working relationship with the MoES which has a rich exposure to implementation of similar size operations financed by the development partners. The MoES has already prepared engineering design and detailed BOQs of the civil works and completed obtaining of the land certificates. Furthermore, the MoES is well-versed in implementation of projects funded by MDBs.

189. The project cost estimation particularly the civil works and equipment has been made on the basis of the government experience and analysis of market and the ongoing school construction by MoES, as well as IsDB's experiences of the three phases of its secondary school project in the country. It is expected that the project activities will be completed without any cost overrun. Any unforeseen cost overrun will be covered the Government of Tajikistan.

190. The local market is adequate in terms of material and technical capacity.

However, the potential local bidders are financially weak. Therefore, the procurement packages are planned well with NCB for Lots of less than three million that shall be adequate for local market to meet the qualification criteria specified in the bidding documents.

191. The procurement arrangement envisages ICB-Open for the component pertaining to strengthening of the EMIS. This will ensure participation of technically capable companies in the bidding process. UNICEF is involved in handling of the assessment and curriculum related components of the project. Its overall very stringent system and human resource capacity for implementing such components, will enhance the technical capacity of the EA for successful implementation of the soft components of the project.

192. The project is expected to be completed within the envisaged timelines. The timeline proposed for civil works envisages possible interruption of works during the winter period in the project areas. In view of the small size of the majority of schools and education administrative buildings to be constructed, it is expected that they would be completed within the proposed project timeline.

### **Economic and Financial Analysis:**

#### ***Economic Analysis:***

193. There is a worldwide consensus that the education contributes to economic growth and brings substantial returns in terms of poverty reduction and economic growth. Educated people have higher income earning potential, and are able to improve the quality of their lives. In Tajikistan, education is positively correlated with the employment outcomes. This means that success in labour market is higher for the more educated population. Also, more educated people tend to secure their employment in a more favourable environment, such as public sector. This indicates that the education sector in Tajikistan is functioning to prepare their learners for the world of work.

194. One study has shown that there is a considerable skills and competency gap and that employers noted the lack of soft cultural competencies (e.g., team-working, ability to take initiatives, etc.) as well as basic academic skills (basic calculation, understanding written documents, writing clear sentences etc.) among their employees. A World Bank enterprise survey showed that a substantial share (34.2%) of all firms in Tajikistan answered that an inadequately educated workforce is a major constraint.

195. The main benefits of the Project as captured in the result framework are to expand access and improve quality of education in the selected districts and schools. Such benefits are expected to have significant and long-lasting social and economic benefits for children, their families, and society at large.

196. The first component of the project will provide the children in rural areas and targeted districts with access to schools fully equipped with modern furniture, equipment, laboratory facilities. Many families will have the opportunity to send their children to a closer school, which means the time saved by the students and their parents will be used for other productive works by the households. The development of human resources would undoubtedly have a positive impact on Tajikistan's economy and on the social life of the beneficiaries and stakeholders.

197. This will be complemented by project component pertaining to assessment and curriculum rollout that contributes to quality of pre and in-service training of teachers, improvement of assessment methodologies and classroom practices. It will contribute to strengthening of the competency based education (CBE) in Tajikistan. CBE helps students be better prepared to learn and succeed in school and develop their competencies and real life skills needed in their future career and enhances their future employability. There has been enough evidence that the cognitive and non-cognitive skills developed in school form the basis for future learning and labour market success. Availability of skilled labour forces in the current increasingly competitive world is essential for economic prosperity of the country. Skilful human resources are the core elements of economic success of developed and emerging economies.

198. Other components of the Project particularly the EMIS are expected to enhance institutional capacity and efficiency of the education system more broadly. Strengthening of the EMIS will facilitate informed decision making, evidence based resource allocation and efficient management of the sector at school, district and national levels. This will improve the efficiency and economic use of scarce financial and human resources of the country with greater impacts and outcomes.

### ***Financial Analysis:***

199. Since 2015, the total education budget has increased steadily in absolute terms. However, relative to the state budget, it has decreased since 2017 and relative to GDP it has also decreased since 2017—a trend that is projected to continue to 2021. The Education sector is one of the biggest recipients of public resources. In financial year 2018, the total government spending on education was an estimated 3,826.6 million somoni. In 2018, the education budget represented 5.6% of GDP and 15.9% of the total government budget. Since 2000, education has been the largest recipient of public resources, although the composition of spending has changed in 2017-2018 when Rogun financing exceeded spending on education.

200. The operating costs of general secondary institutions are estimated via the per-capita normative. The MoES instruction determines that per-capita normative covers the total wage bill and social payments, purchase of goods and services, maintenance and repairs, communal services and other recurrent expenditures.

201. Capital expenditures are primarily funded through the republican budget and represent 10% of total capital expenditures within the state budget. With regards to the total education budget, capital expenditures accounted for 9% of total spending in 2017, all of which were used for new constructions. This follows a marked decrease in capital expenditures since 2010, during which capital expenditures represented 21% of total education spending. Lack of schools' own resources and chronically limited fiscal space affected the subsidy-dependent sub-national governments and led to the reduction in capital expenditures.

202. Under this circumstance, GPE/IsDB financing plays a crucial role in filling the financial gap, particularly in implementing reforms aiming to enhance competency based education through developing learning assessment system and filling the gap between declared and implemented curriculum and printing textbooks with a view improve quality and overall system efficiency. The proposed project will invest US\$ 46 million including US\$ 40 million of IsDB/GPE resources over four years (US\$ 33.42 million for infrastructure). This will be more than 11% of the annual spending on education. The importance is given to expand access to education facilities and improve learning conditions (e.g., school construction) development of instruments for learning assessment, improving classroom practices and increase overall management, teaching competency levels (e.g., in-service teacher/school director training), and strengthen analytical base at the central Government level (EMIS).

203. It should be noted that a more granular, detailed analysis of educational expenditures is hampered by the lack of a financial simulation model that covers the entire system. Such a model would make it possible to understand how a number of parameters (demographic, enrolment and transition rates, salaries, student-teacher ratios, inputs of textbooks and other didactic materials, etc.) affect the overall costs of the system and to project those costs into the future.

## **K. IsDB Conditions of Financing**

204. The Terms and Conditions of IsDB/GPE financing shall be as follows:

- ISFD Loan of US\$ 10 million which shall be repaid over 30 years including a Grace Period of 10 years. The Borrower shall also pay lump sum Service Fee not exceeding 0.75% per annum of the loan amount to cover the administrative expenses of the loan;
- IsDB loan of ID 7.3 million (US\$10 million)<sup>15</sup> payable over 25 years including a Grace Period of 7 years. The Borrower shall also pay lump sum Service Fee not exceeding 1.5% per annum of the loan amount to cover the administrative expenses of the loan; and,

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<sup>15</sup> - ID 1= US\$ 1.7369 (19.11.2019)

- Instalment Sale Financing of US\$10 million which shall be repaid over 20 years from the first date of disbursement to the due date of the last instalment, tentatively composed of a sale price payment period of 16 years after a gestation period of 4 years. The mark-up rate to be applied to each disbursement is the sum of (a) Reference rate of 10 years of US Dollar (b) Contractual spread of 60 bps fixed for the entire duration of the financing and (c) Funding spread prevailing at the time of disbursement which is 100 currently.

205. The GPE's fixed part of financing (US\$ 7 million) will be included under Instalment Sale financing agreement. The total Instalment Sale Financing agreement will amount to US\$ 17 million. A separate Grant agreement will be signed between IsDB and the Government of Tajikistan for the variable part of the GPE financing. Additional information is provided in **Annex-13**.

### Results Framework and Monitoring (Results Based Logical Framework)

Impact (2030):						
Improved learning conditions in the project location & use of evidence based information in the allocation of resources						
Outcomes:	Performance Indicator/s	Baseline 2019	Target: Year-4	Data source	Timing	Responsible
<b>Component 1: Enhancing Access to Quality Education Facilities:</b>						
Enhanced access to quality education facilities/school space	- Number of students having access to newly equipped facilities with water and laboratories facilities and adapted infrastructure for students with disabilities;	n/a	- School apace available for more than 18,000 students	Quarterly Progress Reports, PIASRs, MTRR and PCR	Y - 4	EA/PMU
<b>Component 2: Improving Competency Based Education:</b>						
CBE based formative and summative assessment practices (piloted in selected schools)	Level of self-regulation among teachers/students	n/ a	Increased reliability, accuracy and standardized learning assessment (8 teaching strategies are used in observable classroom teaching <sup>16</sup> and end of grade assessment tools developed and tested)	Baseline/ End Line Studies (BES)/ reports and Quarterly	Y- 4	EA/PMU/ UNICEF
Classroom practices improved by CBE based	changes between experimental and control groups	n/a	Significant change between experimental & control groups (at least 50% of		Y - 4	EA/PMU/ UNICEF

<sup>16</sup>. Observable by trained mentors on their observation in the schools. The 8 formative teaching strategies are used in Tajikistan READ/World Bank grades 1-4 formative teacher training workshops.



methodology and modern teaching-learning materials (piloted in selected schools)			teachers participating in the project)	Progress Reports, PIASRs, MTRR and PCR		
Improved in-service and pre-service professional development	- CPD Model developed - CBE model of school practice developed	n/a	- A CPD model developed and embedded in in-service professional development -A CBE developed and adopted by pedagogical universities		Y- 4	EA/PMU/ UNICEF

**Component 3: Upgrading/Modernization of the Education Management Information System (EMIS):**

Modernized, integrated/sustainable EMIS with upgraded design, hard/software and data collection, reporting and analysis applications is operational to support policy/planning/resource allocation at MoES/Region/District/school levels.	Education statistics produced & used by stakeholders	No in-depth statistical analysis	EMIS commissioned to provide data for evidence-based policy making, planning and resource allocation (piloted at target districts)	EMIS Consultants' QPRs/MTRR		PMU/EMIS Dept. of the MoES
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OUTPUTS:	Performance Indicator/s	Baseline 2019	Target	Data source	Timing	Responsible
<b>Component 1: Enhancing Access to Quality Education Facilities:</b>						

OUTPUTS:	Performance Indicator/s	Baseline 2019	Target	Data source	Timing	Responsible
Selected Schools constructed	Number of schools/education administrative buildings constructed/rehabilitated <sup>17</sup>	0	68 schools and 5 admin buildings	PRs, PIASRs & PCRs	Y - 4	EA/PMU
	Number of Classrooms	0	752		Y - 4	
Selected Schools/ Facilities Equipped and furnished	Number of Schools/education administrative buildings equipped/ furnished	0	68 schools and 5 admin buildings)		Y - 4	
<b>Component 2: Improving Competency Based Education (CBE)</b>						
Sub-component 2.1: Roll-out of the Competency-Based Curriculum:						
Teacher supportive supervision model & methodology developed and selected mentors trained.	-Supervision Model/Methodology developed -Number of mentors trained/certified	0	i) One supervision model/methodology and a set of tools support developed; ii) Study report of 120 teachers' classroom practice prepared; ii) Program materials for 24 H teacher training and 48 H supervisor training developed; iv) 120 teachers complete 72 H training; v) 15 mentors trained; vi) baseline,	BES/ Quarterly Progress Reports, PIASRs, MTRR and PCR	Y - 2	UNICEF/EA-SPU

<sup>17</sup>. Each school will be provided with the water supply, electricity, heating, and security surveillance system. Each school will have the toilet facilities for boys and girls, as well as the laboratories and pre-school classroom.

OUTPUTS:	Performance Indicator/s	Baseline 2019	Target	Data source	Timing	Responsible
			midline and end line reports done.			
Subject standards reviewed and revisions recommended	Number of subject standards	0	Recommendations for the revision of 20 subject standard (15 language & 5 Math)		Y - 4	UNICEF/EA
A new in-service course for methodologists and deputy heads	Development of the course and number of trainers/ professionals trained/ certified	0	i)Review report of the current practice prepared and new course developed. ii) 12 trainers & 180 professionals trained.		Y - 4	UNICEF/PMU/ EA-RTTI & subsidiaries in Bokhtar and Kulob
A CBE based model for school practice developed for pedagogical universities & selected mentors trained	The model developed and number of mentors trained/ certified	0	The competency based model developed and 24 mentors trained.		Y - 2	UNICEF/EA-SPU
E-library including previously developed methodological support materials digitally available	Number of materials digitally available, training module on e-library	0	100 items online, 5000 library training manual and 2 H module on e-library available		Y - 2	UNICEF/EA-SPU
A modern set of language teaching-learning materials	Number of materials printed	0	i) One review report of current textbooks; ii) Workshop for 100	BES/ Quarterly	Y - 4	

OUTPUTS:	Performance Indicator/s	Baseline 2019	Target	Data source	Timing	Responsible
developed and printed for selected language and grade			textbook writers, iii) One set of new materials developed & 100 teachers familiarized; iv) 250,000 set of materials available.	Progress Reports, PIASRs, MTRR and PCR		
Action research on CBE developed by Pedagogical University teachers and students	Number of research reports	0	25		Y - 3	UNICEF/PMU/EA-SPUs of Dushanbe, Bokhtar and Kulob
A blended in-service course developed to address the Special educational needs (SEN) in mainstream schools	Development of the course; Number of SEN addressed; and number trainers/teachers trained.	0	i) Baseline report; ii) 36H blended course developed; iii) Addressing at least 3 SEN; iv) 12 trainers and 100 teachers trained.		Y - 3	UNICEF/EA-SPU
Sub-Component 2.2; Learning Assessment:						
Teachers trained in FA	Number of teachers who successfully received training	0	100 teachers (math & selected language)	BES/Quarterly Progress Reports, PIASRs, MTRR and PCR	Y - 3	PMU/UNICEF/EA-RTTI
Learning assessment instruments developed and item writers trained	Number of schools in the pilot phase and number of writers certified	0	i) learning assessment strategies in math & selected language developed to use with grades 5-9; ii) 20 language item writers trained; iii) Pilot with 20 schools		Y - 1	UNICEF/PMU/EA-EDI and RTMC

OUTPUTS:	Performance Indicator/s	Baseline 2019	Target	Data source	Timing	Responsible
A mentoring system established, and a mentoring team trained to support classroom formative teaching, learning & assessment	Number of participating schools, number of subjects covered & number of mentors trained/certified	0	i) 40 mentors trained in 2 subjects; ii) 60 teachers mentored in 20 schools.		Y - 2	UNICEF/PMU/EA-RTTI; RMC; & district education department
End of the grade examination tools developed	Number of methodological guides developed Number of end-of-grade exam held	0	i) At least 4 end-of-grade exams; and, ii) One methodological guide	BES/ Quarterly Progress Reports, PIASRs, MTRR and PCR	Y - 2	UNICEF/PMU/RTMC
Action research on CBE based learning assessment conducted by SPU teachers	Number of action research conducted	0	Five action research (one per grade and subject)		Y - 3	UNICEF/EA-SPU
Module for CBE based formative & summative assessment in pre-service teacher training developed/integrated	Number of course on CBE based assessment in PRESET	0	One course in assessment developed/aligned with CBE adapted at SPUs		Y - 4	UNICEF/EA-SPU
Sub-component 2.3: Stock-taking of CBE Related Interventions/Activities:						
A comprehensive report on stakeholder	A report on CBE related activities prepared and	no integrated info on	Info about stakeholder's role available and a	QPRs, PIASRs,	Y-1	UNICEF, EA/PMU

OUTPUTS:	Performance Indicator/s	Baseline 2019	Target	Data source	Timing	Responsible
involvement in CBE rollout	clearance by the MoES, IsDB and LEG	stakeholder role in CBE	common road map adopted by GOT and DPs	MTRR & PCR		
<b>Component 3: Upgrading/Modernizing of the Education Management Information System (EMIS):</b>						
Upgraded EMIS architecture/ hardware/software is in place	Architecture/ hardware/ software procured, installed and commissioned	EMIS architecture obsolete	1 EMIS Architecture documentation package, EMIS Hardware ( 2 Servers, 2 cooling units, 90 desktops, 92 printers, 92 UPS, 2 projectors) and software (2 Server Software packages, 92 Database Software packages) procured/installed.	Quarterly Progress Reports, PIASRs, MTRR and PCR	Y-1	PMU/EMIS Dept. of the EA/PMU
Database and data collection improved	- Improved database and data collection operational	Database is incomplete	Customized database application at MoES/regional/district levels		Y-2	
DMA, DRA, DAA improved & additional data analysis performed	Improved DMA, DRA and DAA operational	DMA, DRA, and DAA have limited coverage.	Customized DMA, DRA, DAA are operational		Y-2	
Improved Data Validation & Triangulation system in place and training	- Data Validation and Triangulation procedures added - Staff skills expanded	Limited data validation/ quality & human	Data validation/ triangulation system operational, 1 customized application/procedures		Y-3	

OUTPUTS:	Performance Indicator/s	Baseline 2019	Target	Data source	Timing	Responsible
activities for data validation		resources capacity	operational, 2 training courses with 34 staff trained			
Dashboards at school/ district/region levels available & disseminated to schools/districts	Dashboards produced and disseminated and staff trained	N/ A	Dashboards available & disseminated & 100 staff trained		Y-3	
Training/ workshops delivered	- Number of training workshops - Number of trainees - School coverage in the 3 districts	Limited human resources & knowledge in EMIS	5 Training sessions with at least 550 staff trained		Y-4	
<b>Component 4: Support to Project Implementation:</b>						
PMU established, equipped, and furnished	PMU staffed and equipped and monitoring project	N/A	Project completed within time/budget	QPRs, PIASRs, MTRR & PCR, SUW Report	Y-4	EA/IsDB
Project Supervision Services	Consultancy contract signed, implemented and completed	N/A	Consultancy services delivered.		Y-4	
Start-up workshop (SUW) conducted	Number of workshops	0	One		Y-1	

Key ACTIVITIES:	Inputs
<b>Component 1: Enhancing Access to Quality Education Facilities:</b>	GoT: US\$ 6 million
1) Construction of selected schools/education facilities in Khatlon Region and Dushanbe;	
2) Providing the selected schools and education facilities with equipment and furniture;	

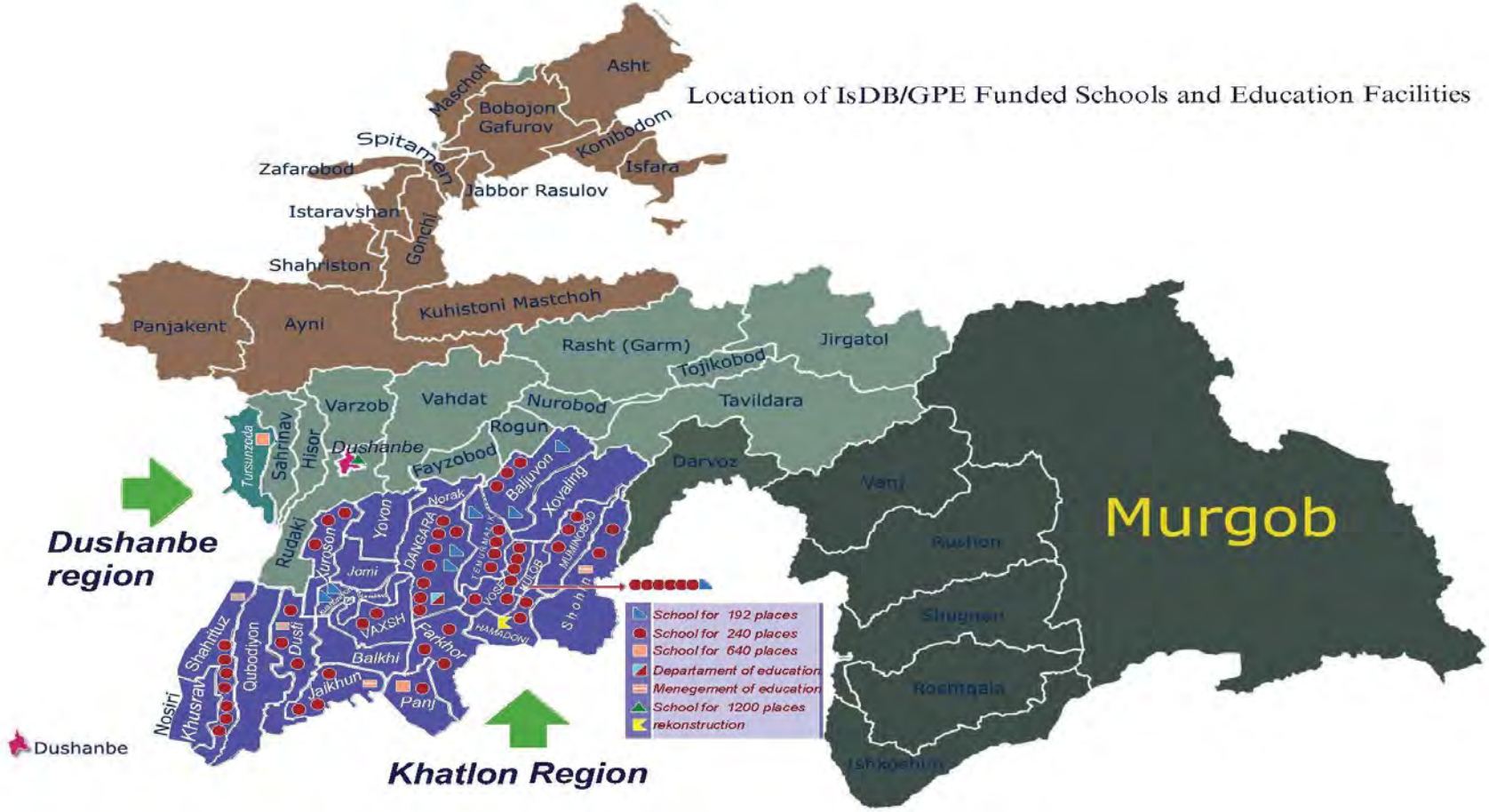
<b>Component 2: Improving Competency Based Education</b>	IsDB: US\$
Sub-Component 2.1: Rollout of Competency-Based Curriculum:	30 million
<ol style="list-style-type: none"> <li>1) Development of a classroom-based system of teacher support;</li> <li>2) Revision of standards for maths and languages;</li> <li>3) Development of a new in-service course for methodologists and deputy heads;</li> <li>4) Development of a competency-based model for school practice for pedagogical universities;</li> <li>5) Development of an e-library of materials for education professionals;</li> <li>6) Development and printing of modern set of language materials; and,</li> <li>7) Development of a blended in-service course on aspects of inclusive education;</li> </ol>	GPE Multiplier Fund: US\$ 10 million
Sub-Component 2.2: Learning Assessment	
<ol style="list-style-type: none"> <li>1) Development, printing and distribution of methodological guides and formative assessment strategies for grades 5-9 in language and mathematics</li> <li>2) Development and introduction of FA module for pre-service training program</li> <li>3) Development and delivering of blended training on formative assessment for teachers;</li> <li>4) Developing and administering of tools for summative assessment; and,</li> <li>5) Establishment of a mentoring system to support classroom formative teaching, learning &amp; assessment;</li> </ol>	
Sub-Component 2.3: Stock-taking of CBE Related Interventions/Activities	
<ol style="list-style-type: none"> <li>1) Taking stock of the competency based educational interventions by stakeholders;</li> <li>2) Creating an inventory of existing resources and content developed by all stakeholders; and,</li> <li>3) Developing a road map for coordination of future interventions by the government and the development partners.</li> </ol>	
<b>Component 3: Upgrading/modernization of the Education Management Information System (EMIS):</b>	
<ol style="list-style-type: none"> <li>1) Upgrading of EMIS hardware/software and architecture design</li> <li>2) Developing an integrated EMIS Database by increasing data coverage</li> <li>3) Upgrading the Data Management Application (DMA) and Data Reporting Application (DRA) for data processing, management and reporting based on indicators and queries</li> <li>4) Developing the Data Analysis Application (DAA)</li> <li>5) Technical &amp; institutional measures for insuring data quality through data collection mechanisms and validations/triangulations</li> </ol>	



<ul style="list-style-type: none"> <li>6) Developing districts/schools dashboards by district at the MoES level, and by school at district level, and returning them to districts and schools &amp; selected stakeholders.</li> <li>7) Building human capacity and sustainability by training of staff at MoES/region/district levels</li> </ul>	
<p><b>Component 4: Support to Project Implementation:</b></p>	
<ul style="list-style-type: none"> <li>1) Establishment of a PMU with staff and provided with office equipment and furniture;</li> <li>2) Hiring services of the project design review, management and supervision consultant</li> <li>3) Undertaking start-up workshop for PMU and EA staff on the IsDB policies and procedures;</li> <li>4) Training courses for the staff of the procurement &amp; financial management departments of the EA</li> <li>5) Recruitment of an independent financial auditor</li> </ul>	

**Project Location Map(s)**

Location of IsDB/GPE Funded Schools and Education Facilities



**ANNEX-3**

**List of Related Projects Financed by IsDB and/or Other Agencies**

<b>Donor name</b>	<b>Major interventions</b>	<b>Financial scale (US\$ Million)</b>	<b>Years covered</b>
IsDB	Reconstruction & completion of secondary schools	11.4	16.02.1998 - 07.02.2005
	Reconstruction & completion of secondary schools, phase II	13.024	11.09.2005 - 24.10.2012
	Secondary schools development project	20.04	08.01.2012 - 25.09.2017
	VOLIP	10.96	09/2012-09/2018
World Bank	Higher Education Project	15	30.06.2015 – ongoing
	Global Partnership for Education (GPE)-4	16.2	17.09.2013 - closed
	Russia Education Aid for Development (READ)	3.4	19.07.2011 - closed
	Education Modernization Project	22	15.05.2003 - closed
	Education Reform Project	5	13.05.1999 – closed
ADB	Tech. Assistance Education Sector Reform II	0.4	07.06.2006 – closed
	Technical Assistance Strengthening Private Sector Participation in TVET	0.7	10.12.2013 - closed
	Promotion of Good Practices in Information and Communications Technology (ICT) for Education in Central and West Asia Region	0.2	03.05.2011- closed
	Strengthening Technical and Vocational Education and Training	15	09.11.2015 - ongoing
EU - QESP I	National Standardized Learning Assessment		
EU	EMIS ++Plans to upgrade the EMIS and to purchase hardware		
USAID	Quality Reading Project	10.3	06-2013- 10-2017
	Read with Me	19.45	10/2016-09/21
UNICEF	Improving access to quality inclusive education at all levels	1	9/2016 - May-21
	Provision of safe learning environment (DRR/WASH)	1.2	9/2016- May-21
	Promoting quality inclusive education	1.9	9/2016-5/2021
	Sector wide support to development of NSED 2021-2030	0.2	03/2019- 06/2020
Aga Khan Foundation	School Infrastructure Program 2015-2021(KfW/PATRIP)	0.2	2016-2021
	School Improvement Program, 2015-2021	1,12	
	Early Learning Program	2.26	
	ESCoMID Project (USAID+AKF)	0.88	
	Thrive Project (AKF+USAID), 2018-2023	1.3	

**Country and Sector Context / Background**

4.1. The Republic of Tajikistan is a least developed and landlocked country located in Central Asia with 95% of its 143,100 km<sup>2</sup> territory is covered by mountains. Tajikistan is located between Kyrgyzstan and Uzbekistan to the North and West, Afghanistan to the South, and China to the East. It has significant hydropower potential and strategic minerals including coal, gold, silver, precious stones, and uranium. Majority of the population is Tajik (84.3%), followed by a significant Uzbek minority (13.8%); the remaining 2% includes people of Kyrgyz, Russian, Turkmen, Tatar, and Arab origins, among others. The population increased by 40% between 2000 and 2016, owing to large birth rates in rural areas. With its total fertility rate at 3.1 in 2015 and nominal population increase at 2.1% between 2010 and 2016, Tajikistan is one of the most rapidly growing countries in Central Asia and the world. 65% of the population inhabit the country's two largest regions: Soghd and Khatlon.

4.2 Tajikistan is one of the low income IsDB countries with current per capita GDP of US\$ 828.4 (2019). With 29.5% of population living below the national poverty line, Tajikistan has the highest rate of poverty in this region. Furthermore, inequality in Tajikistan has a marked geographical dimension, with rural households disproportionately affected by poverty.

4.3 Over the past decade, the Tajik economy experienced two major external shocks, in 2009 and 2014. These led to a sharp fall in remittance inflows and prices of and demand for aluminium and cotton, its main export commodities. Due to the strong rebound of remittances and commodity prices as well as increased support from the development partners, Tajikistan was able to weather the global financial crisis relatively well. However, its economic recovery was short-lived. The second shock that began in late 2014—a dramatic fall in cotton and aluminium prices and sharp declines in remittances due to Russia's recession—have proved to be more long-lasting, considerably depressing private consumption, Tajikistan's main growth driver. Tighter restrictions of labour migrants by Russia may have also contributed partially to the decline in remittances.

4.4 The population is mainly involved in agriculture and services. Services mostly represent communications, trade and tourism and its share is 41.4% (2017). Agriculture employs 1/3 of the labour force, although its share in GDP is 21.2% (2017). The industrial share in the GDP is 27% (2017). One of the prominent contributors in the industry is aluminium plant Talco. The poverty headcount dropped from 47% in 2009 to 30.3% in 2017. GDP per capita reached \$ 919.1 in 2015, but fell to \$ 825.8 in 2018. Remittances are one of the key factors that have increasingly supported growth and poverty reduction since 2003. By 2018, remittances accounted for almost 31% of Tajikistan's GDP, making the country as one of the most remittance-dependent in the world. Approximately 1.5 million Tajiks work abroad, primarily in the Russian Federation and Kazakhstan. Tajikistan's HDI value is 0.650— which puts the country in the medium human development category—positioning it at 129 out of 188 countries and territories. Tajikistan scores 0.53 in the Human Capital Index (HCI), which is lower than the average in its region. The Gender Development Index (GDI) is 0.933 with females' participation in the labour force 27.8% in 2018.

4.5 **Macroeconomic context:** Country's economic growth in 2018 has reached 7.0%, slightly lower than that in the previous year (7.1%). Growth was mainly supported by private consumption and public investment in energy, which boosted imports of machinery and construction materials. Growth in the economy during this period was facilitated by an increase in industrial production (19.6%), agricultural (6.8%), services (10.6%) and retail trade turnover (6.2%). Inflation rate reached 3.8%, lower than that in 2017 (7.3%). The current account balance became negative -5.3% from 2.1% in the year before. Current international reserves is equivalent to US\$ 1.3 bln, which is a 2.3 months of import cover. Total external debt has continued increasing from US\$ 5.9 billion in 2017 to US\$ 6.4 billion in 2018, which is now 47.9% of GDP. The exchange rates have been stable in the course of 2018, partially due to the interventions by the National Bank of Tajikistan. The financial sector was healthy with augmented regulatory framework, except two banks (Agroinvestbank & Tojiksodirotbank).

4.6 The budget deficit remained at -0.4% as of the end of 2018 and slightly widened comparing to 2017 (-0.3%). The government has continued budget allocations to the energy sector and core social obligations and raised civil servant wages, pensions, and other social transfers on September 1, 2018. For example, public expenditures in the Rogun HPP accounted for 14% of total budget spending in 2018, which is slightly less than spending to education sector.

4.7 The introduction of foreign exchange surrender requirement and domestic gold purchases boosted the growth of the money supply. However, due to banking sector vulnerability and reduced business activity, credit to the private sector remained broadly unchanged. The central bank has steadily tightened monetary policy by raising the policy rate from 8% to 12.5% while sharply increasing sterilization to stem inflationary pressures.

**Table - 4.1: Key Macro-Economic & Financial Indicators of the Republic of Tajikistan**

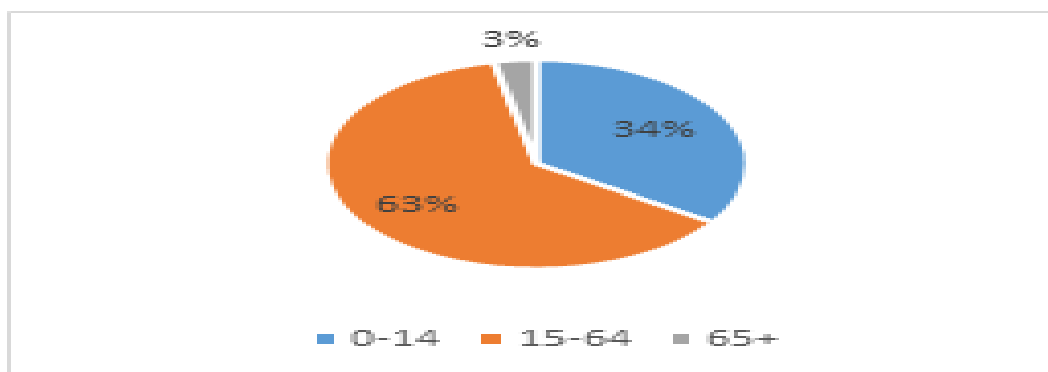
INDICATOR	2015	2016	2017	2018	2019*
Population (Millions)	8.5	8.7	8.9	9.1	9.3
Real GDP Growth (Percentage)	6.0	6.9	7.1	7.0	5.0
GDP (Current US\$, Billions)	7.9	7.0	7.1	7.5	7.7
GDP per capita (Current, US\$)	919.1	796.0	800.8	825.8	828.4
Inflation (Percentage)	5.8	5.9	7.3	3.8	6.7
Current Account Balance (US\$, Billions)	-0.5	-0.4	0.2	-0.4	-0.5
Current Account Balance (% of GDP)	-6.0	-5.2	2.1	-5.3	-7.0
Budget balance (% of GDP)	0.8	-1.7	-0.3	-0.4	-0.5
Exchange rate LCU:US\$ (av)	6,99	7,87	7,87	8,82	9,69
Total debt/exports of G&S - (%)	108.0	128.8	118.7	119.3	125.5
Total debt/GDP - (%)	34.7	42.0	50.4	47.9	49.5
International reserves/total debt (%)	9.5	12.3	22.0	20.1	19.1
LCU=Local Currency Unit/ % =Annual percentage change/ Source: <i>Economic Research and Institutional Learning Department (ERIL)</i> * Projected					

4.8 **Demographic factors have affected the education system**, creating large demand for education that remained unmet due to the economic crisis that followed the civil war of 1992 -1997. Furthermore, the education system could not recruit enough teachers, since

a huge fraction of the population born before 1998, from which teachers would have been recruited, left the country.

4.9 Tajikistan has large cohorts of children, adolescents and young adults, reflecting its high fertility rate (Figure-4.1). The average age is under 25 years, and 40% of population is less than 18 years old. With around 30% of population living below national poverty line in 2016 and significantly higher rural poverty rates than in urban areas, a significant number of children fall into poverty every year. Living in poverty impacts not only educational opportunities, but those that emerge throughout the life course. Yet while poverty can have deleterious direct and indirect impacts on well-being, children with access to high-quality facilities, curriculum, and teachers may fare better than those who do not. This is where strategically targeted policy can have an enormous impact on educational equity.

**Figure 4-1. Age structure of the population of Tajikistan (2016 estimates)**



Source: UNESCO (2019)

4.10 Like many countries, wealth is the source of many inequities, including education. The World Bank indicates that education completion is correlated with wealth. Rural areas are poorer than urban areas (35% vs. 23%) and 80% of the poor live in rural areas. Almost all (95%) of Dushanbe's households are in the highest wealth quintile, while DRS and Khatlon each with only 10% of their populations in the highest wealth quintile. In recent years, the pace of poverty reduction has slowed concurrent with the economic slowdown, which perpetuates existing patterns of regional inequity.

4.11 There is a significant regional difference in transition through the education system. In 2017, transition rate in GBAO region is 90.4%, whereas it is 68.2% in Dushanbe. In addition, a different patterns of gender disparity can be seen. In GBAO, Khatlon, and Soghd, girls' transition rate from basic to upper secondary is higher than the average, while in Dushanbe and RRS, girls' transition rate is consistently lower than the average.

4.12 Women and girls are disadvantaged by the significant inequalities in Tajikistan. The 2018 Global Gender Gap Report of the World Economic Forum, benchmarks 149 countries on their progress towards gender parity across four dimensions: economic participation and opportunity, educational attainment, health and survival, and political empowerment. Tajikistan scored 0.638, placing it at 123rd out of the 149 participating countries, making its gender gap the largest in the Eastern Europe and Central Asia region.

The large gender gap can be mainly attributed to widening disparities in economic participation and opportunity for women.

4.13 Nonetheless, Tajikistan enjoys high level of gender parity at primary and lower secondary level. However, that gender parity declines at the upper secondary level and at the tertiary level, where the female enrolment rate is much lower compared to other countries in the region as well as the countries with the similar economic level. Relatively low GPI in pre-primary education is also a concern.

4.14 Women and girls experience educational opportunity differently in Tajikistan than men and boys do, which is both a source and a product of the variation in opportunities throughout their respective life journeys. Following Soviet independence, the mind-set surrounding gender in Tajikistan fell back into one that valued its more traditional constructions of gender roles; this was aggravated by a civil war that left an astonishing number of widows, orphans, and displaced persons. To compensate for these demographic trends, women were married off before completing their education. This catalysed a subsequent cycle of progressively lower education rates among women, which “contributed to a resurgence of conservative values observed in post-Soviet and post-war Tajikistan, as shown by an increase in early marriages, polygamy, and women’s restricted public lives” (ADB, 2016).

4.15 As a result of this national reality, girls and women have less access to education especially beyond basic education (primary and lower secondary). According to UNICEF (2013), a young adolescent girl is at a higher risk of dropping out or not transitioning to upper secondary school for various reasons, including: socio-economic reasons such as early marriage; girls staying at home to help with domestic chores; lack of perceived or practical relevance of the school curriculum; traditional and social gender norms; families’ limited financial capacities which favour sons over daughters; and domestic, school-related ethnic discriminatory and other forms of violence.

4.16 Women and girls do not enjoy equal opportunities for engagement in the political, economic, and social spheres. Considering that only about 10% of all administrative and management positions are occupied by women, gender equality does not exist at many levels of the decision-making processes. Women constitute the majority of rural populations and they make up a significant part of the labour force in the agricultural industry, however they generally occupy low-skilled and low-paid positions. Rural women enjoy far less productive resources, social services and accessible assets than men and urban women. Therefore, rural women enjoy far less productive resources, social services and accessible assets than men and urban women. (FAO, 2017).

4.17 Gender disparity at the upper secondary level starts with transition from lower to upper secondary education. In general, transfer from Grade 9 to Grade 10 is improving for both boys and girls. However, since 2009, transfer rates for girls are consistently lower than those of boys, and the gaps in equitable gender transitioning are widening in recent years.

4.18 The persistent low coverage of education for children with disabilities indicates that they make up a substantial population of out-of-school children who are at risk of never enrolling in the education system. As of December 2012, approximately 25,000 children

with disabilities under the age of 16, representing only 0.8% of the child population, were registered for social protection (UNICEF, 2018).<sup>18</sup> There is a lack of suitable infrastructure and suitable accessibility for students with disabilities

4.19 **The National Development Strategy**<sup>19</sup> for the period up to 2030 (NDS 2030) is founded on three basic principles: (i) the prevention or reduction of vulnerability of future development; (ii) industrialization or increasing the efficiency of the use of national resources; and (iii) innovativeness or innovation based development in all spheres of social and economic life of the country. Human capital is seen as the main factor of the growth model, with education and science as the most important conditions of enhancing national security and national economic competitiveness. NDS 2030 recognizes that the quality of education “is far from perfect.” Spending on education and science is expected to reach the level of 5.5-6% of GDP.

4.20 NDS-2030 also shows its full commitment to implementing the 2030 Agenda for Sustainable Development (SDGs). The key targets include: reducing poverty rates by 50% and eliminating extreme poverty; significantly increasing spending on social welfare of the population; bringing the share of the middle class up to 50 % of the population; and achieving transformational growth which enables a shift from the current dependency on agriculture towards greater complexity and diversification of the economy. The education sector is considered as the driving force for bringing about these changes. The strategy also recognizes that the quality of education service is far from perfect. The NDS 2030 positions education as a key resource of national development with the following priorities:

- (a) Ensuring equality and access to education;
- (b) Improving the quality of education at all levels;
- (c) Enhancing financial stability and efficiency in the education sector; and
- (d) Establishment and development of national professional network of scientific-technical developments with emphasis on resource saving technologies in the context of labor surplus and mountainous country.

4.21 In order to achieve these objectives, the following priority directions were identified:

- (a) Modernization of the education system (e.g., curriculum, pedagogy, special education, etc.)
- (b) Structural changes in the education system, including introduction of preschool education for children at the age of 6
- (c) Ensuring the accessibility of quality education.

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<sup>18</sup> According to this UNICEF report, “this is much less than the global average of 15 per cent indicated by WHO’s Global Burden of Disease study. Numerous factors explain why this figure is so low. First, data is based on the number of children receiving pensions, but given stigma<sup>18</sup>, tedious registration process, and lack of awareness, not all families who are eligible register or receive benefits. Second, children with some impairments, such as autism, are not recognized, and thus are not eligible for benefits.”

<sup>19</sup> See <https://www.stat.tj/en/targets>



4.22 Elaboration of a new education sector strategy for this same period is underway, with assistance from UNICEF and financial support of the GPE. It would be completed in 2020.

4.23 **Cooperation with major MDBs:** The other Development Partners (DPs) active in the education sector include the Aga Khan Foundation, the Asian Development Bank, the European Union, GPE, UNICEF, USAID, and the World Bank, Open Society Institute. Annex 3 provides detailed information on projects financed by the DPs.

4.24 The World Bank Country Strategy for Tajikistan (2019-2023) prioritizes three main areas: 1) building human capital and strengthening social resilience; 2) improving public institutions and fiscal and environment sustainability; and 3) fostering private sector growth and market creation. Total amount of approved projects is US\$1.3 billion, which cover agriculture, energy, transport, rural development and social sectors.

4.25 ADB Country Partnership Strategy (2016–2020) emphasizes widening Tajikistan's economic base by exploring its domestic and international competitive advantages and improving the country's investment climate to create jobs with higher incomes. ADB plans to support inclusive economic growth in Tajikistan with an estimated program of US\$320 million during 2017–2019. This investment pipeline will fund power sector development, help bolster food security, support structural reforms to strengthen the investment climate, develop transport and municipal infrastructure, upgrade skills, and improve health services. Currently, ADB active portfolio is equivalent to US\$571.5 million mainly directed to energy, water resources management, vocational education, road infrastructure, and environment safeguards.

4.26 The EBRD's latest strategy for Tajikistan was adopted on 25 July 2015. The strategy focuses on stabilizing and rebuilding trust in the banking sector to increase the sector's capacity for financial intermediation as a means to facilitate access to finance and lower the high real interest rates. EBRD also plans to increase its operations in local currency. Total amount of the EBRD approved portfolio in Tajikistan is Euro 588 million. The active portfolio total amount is Euro 343 million.

4.27 The Members of the Arab Coordination Group (ACG) (Saudi Fund for Development, Kuwait Fund for Arab Economic Development, OPEC Fund for International Development, Abu Dhabi Fund for Development) have been among the most active donors in both the social and economic sectors. To date, the ACG Members have jointly financed 23 projects with a total size of US\$423 million. These include transport and social sector projects.

### **Sector Context<sup>20</sup>**

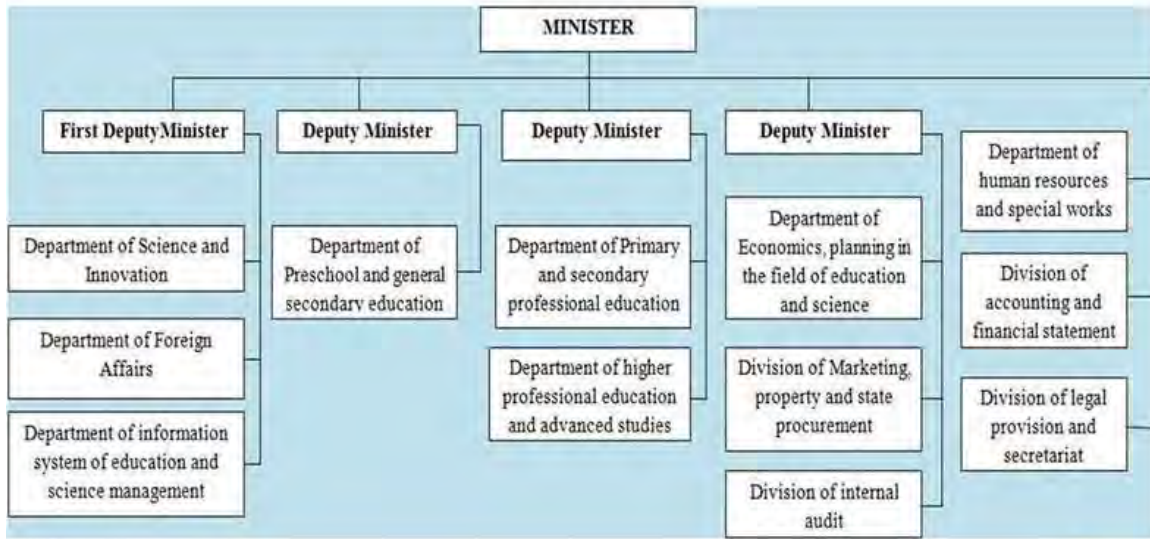
4.28 The education system of Tajikistan is under the supervision of the Ministry of Education and Science (MoES). The sector is administered through a network of education departments in each region (oblast), as well as in Dushanbe. The organizational structure of MoES is see in Figure . District education departments, which report to and are financed by the district governments, have broad managerial responsibilities, including the

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<sup>20</sup>. This section is drawn largely from UNESCO (2019): *Tajikistan Education Sector Analysis* (Draft). An overview and analysis of costs and financing is presented in Annex 14.

elaboration of non-national examinations, teacher recruitment, and management of the teacher payroll.

Figure 4.2: Structure of the central apparatus of MoES



Source: <http://www.maorif.tj/asosi/structure>

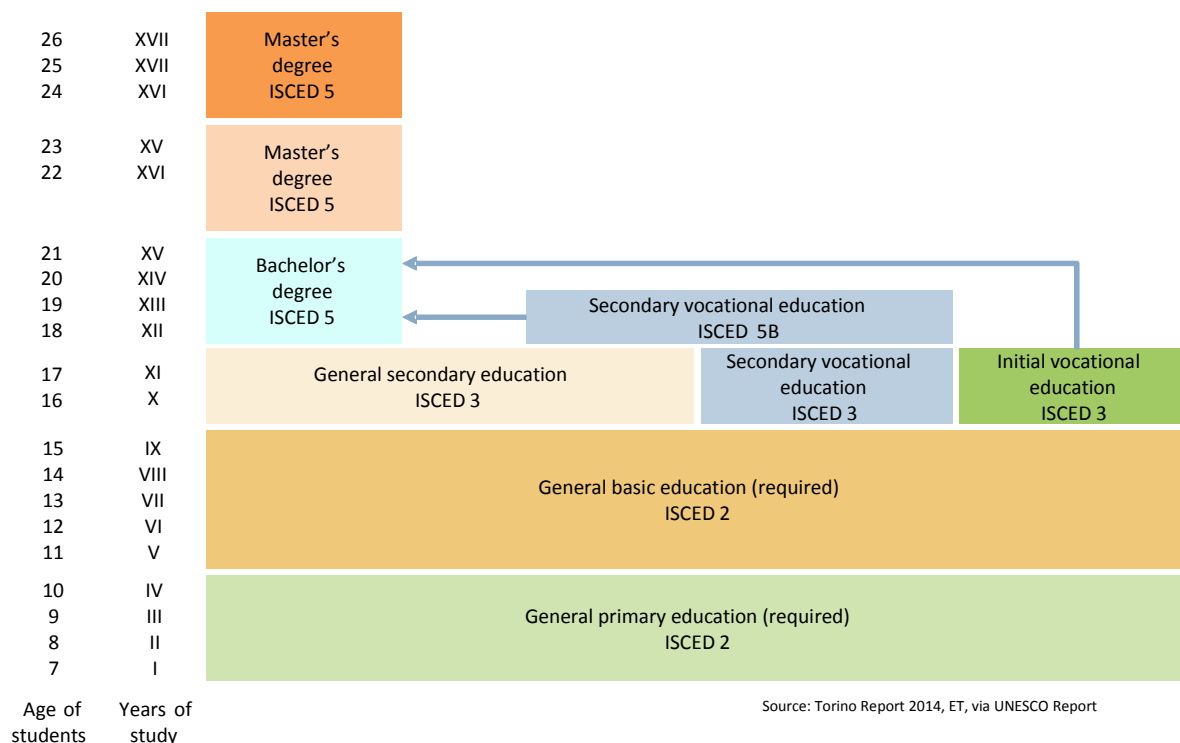
4.29 The system is rather decentralized: district education departments report to and are financed by the district governments. The district education director is recruited by the local government. Non-national exams are elaborated by the district education officials and teachers are recruited and appointed by the district offices. School budgets are sent to schools and can be allocated among salaries, utilities, maintenance and repairs, stationery and other recurrent expenses. Schools have autonomy with regard to both line item budgeting and execution of the budget within the limits of the means calculated on the basis of the formula for financing. However, certain local-level decisions should be cleared by Deputy Minister.

4.30 Education sector development is governed and regulated by the overarching National Development Strategy (NDS) 2016-2030, National Education Development Strategy (NEDS) 2012-2020 and a number of corresponding medium-term implementation action plans and state programs. The NEDS positions education as a key resource of national development. Working with UNICEF, MoES is currently developing its strategic plan for 2021-2030 supported by the GPE's grant allocation.

4.31 Tajikistan has an eleven-grade education system for the primary and secondary levels (together called "general secondary education"). As seen graphically in Figure 4-, children enter grade 1 at the age of seven. The eleven grades include three cycles. Compulsory education consists of general primary (grades 1-4), followed by general basic (grades 5-9). There are three options for the two-year secondary education cycle (grades 10-11) including general secondary education, secondary vocational education, or initial vocational education.

4.32 The Government provides free and compulsory primary and basic education (Grades 1-9). With gross and net school enrolment rates near universal, access to basic education is widespread across all income groups, although some mountainous areas with dispersed populations still face difficulties. Completion of general basic (lower secondary) education is near universal, with full gender parity at the primary level and somewhat lower female completion rates at the secondary level (95 vs. 100% for girls and boys). On the other hand, completion of upper secondary education remains low, especially among girls.

Figure 4-3. Structure of the Education System in Tajikistan



4.33 A reform is underway that will add a twelfth year to the system at the very beginning and children will begin their schooling at age six by doing one year of early childhood education (called grade 0) before primary school. The National Strategy for Education Development (NSED) 2012-2020 in Tajikistan notes that “fundamental changes should occur in the education structure of the primary school (1-5 grades), general education school (6-10 grades) and secondary school (11-12 grades).” It has stipulated the nonconformity of traditional “academic” education structure with modern requirements. The objective is to provide vocational education to the population in conditions of industrialization of economy. These changes are envisaged in response to the growing demands of the modern industrial economy for citizens to attain vocational skills.

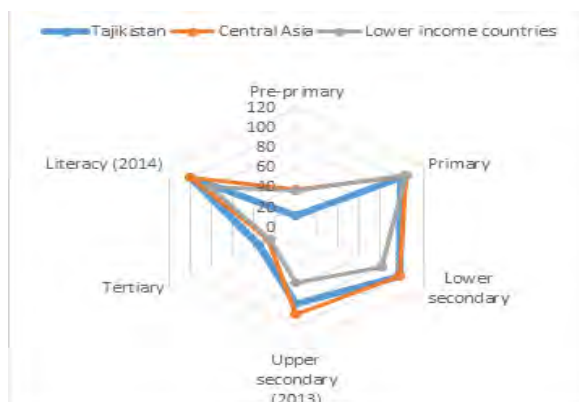
4.34 Similar to other Central Asian countries, Tajikistan has shown a high level of participation for primary and lower secondary education (ISCED levels 1 & 2) as well as adult literacy. Primary and lower secondary (general basic education) is nearly universal. However, Tajikistan lags behind of Central Asian countries and lower-middle income

countries in the coverage of pre-primary education. In addition, at the upper secondary education level (ISCED 3), male GER is close to the regional average for Central Asia at 77%, while female GER is much lower at 58%, closer to the average for the lower-middle income countries. The following figures provide general picture of the enrollment rate in the country.

**Table 4.2. Estimated percentage of out-of-school children per level of education**

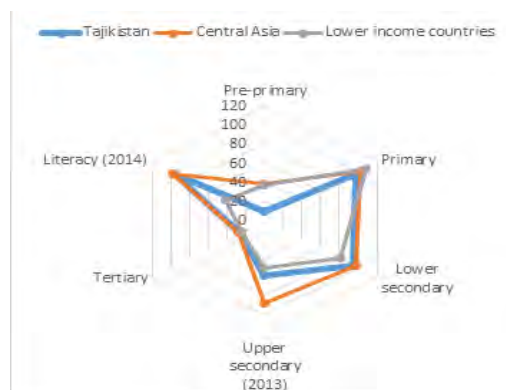
Levels	Estimated % of out-of-school children
Pre-primary (6 years old)	92.1%
Primary (7-10 years old)	2.2%
Lower secondary (11-15 years old)	3.7%

**Figure 4-4: Gross enrolment & adult literacy rates (male, 2017)**



Source: UNESCO (2019)

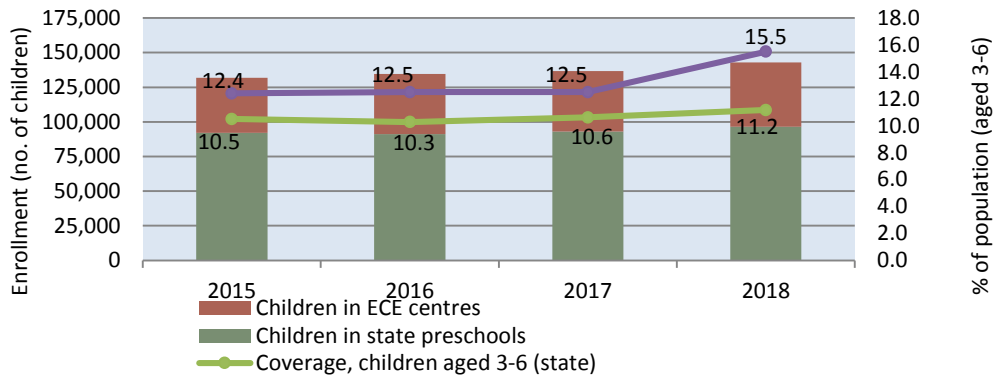
**Figure 4-5: Gross enrolment rate and adult literacy rate (female, 2017)**



4.35 Pre-primary: Pre-primary education is considered one of the priority areas of the education system and it is continuously supported by the Government of Tajikistan. The adopted legal and regulatory acts related to the preschool education demonstrate the improvement in the area of monitoring and methodological assistance to the preschool educational entities. The NSED 2012-2020 and the Law of the Republic of Tajikistan on "Pre-School Education" emphasizes the importance of pre-school education. Building on this government priority, MoES is working closely with international development partners to improve curricula and teacher training facilities, while also making efforts to improve the quality of education and increase coverage beyond the 1990s level of around 16 % of eligible students.

4.36 In the 2017/18 academic year, there were 615 state pre-school institutions and 1,671 early childhood education centers in Tajikistan serving 136,719 children. The number of state preschool institutions increased resulting in an increase of enrollment rate by 2.2 % during 2016-2017. Figure 4.6: shows recent trends.

Figure 4.6: Coverage by preschool institutions, 2015-2018



Source: Mirzoev, Sh. (2019) General Secondary and Preschool Education 2015-2018 Budget Brief: Transitioning Towards 12-Year Schooling in Tajikistan.

4.37 The recent increase in the coverage can be partly attributed to the considerable expansion of various models of pre-school institutions such as community-based or school-based ECE centers, private kindergartens and family-based kindergartens as well as double-shift kindergartens. The enrolment in ECE centers increased rapidly in the recent years, from 6,955 in 2011 to 43,448 in 2016. As most of the ECE centers are located in rural areas, they have contributed significantly to improve access to pre-school education in those disadvantaged areas.

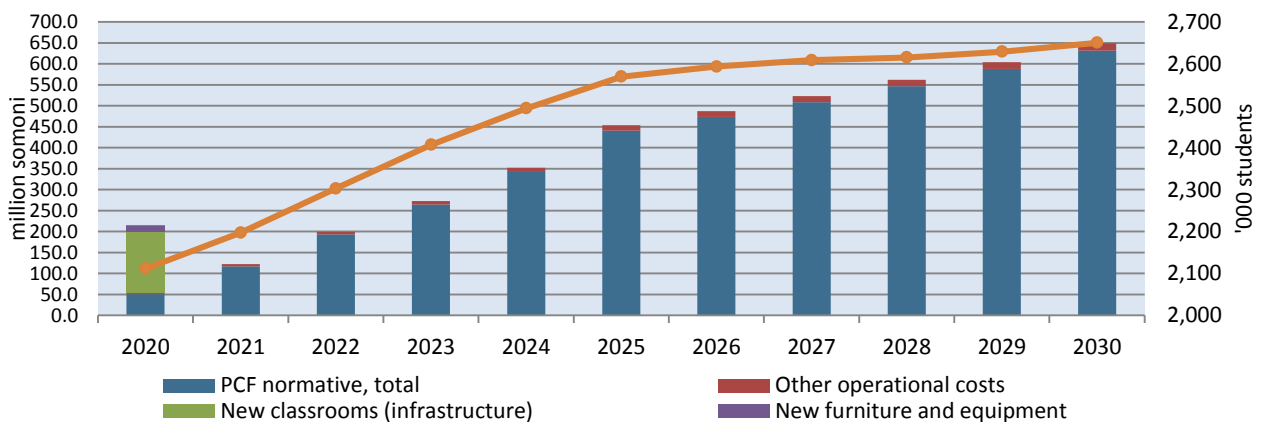
4.38 According to the 2017 Joint Education Sector Review, out of all enrolled children, approximately 67% attend publicly funded state kindergartens and private kindergartens, which are full-day models, with high overhead costs. The remaining 33% of children are enrolled in ECE centers, which offer only education services, usually on a half-day basis. ECEs are located predominantly in rural areas. At present, public kindergartens are mostly found in urban centers and offer a full-day curriculum. These ECE centers are supported by development partners (e.g., UNICEF, Aga Khan Foundation, and OSI), local governments, and communities, and tend to rely on parental fees to cover recurrent expenses.

4.39 The key constraints on pre-primary education in Tajikistan are: (i) a lack of qualified teachers and specialists, (ii) high student-teacher ratio (25:1), and (iii) lack of adequate physical space. Access to preschool is even more limited for children with special needs, children of migrants, refugees, and street children. There are an insufficient number of trained personnel with appropriate skills to nurture the development of young children and prepare them for lifelong learning. Moreover, the lack of teaching-learning material and poor facilities makes the ability of teachers to deliver quality services even more difficult. However, it is not only the availability of public preschools that act as a binding constraint to coverage, but also the population's attitudes towards the added value of this education—especially, since preschools charge fees that are a financial burden on poor households with multiple school-aged children. The 2017 Joint Education Sector Review also reports that while the state created 10,557 new places in public kindergartens during the last three years, 5,253 places were left vacant during 2014-2016. The reasons were not known, but the report points out the possibility of the supply-demand mismatch

and unaffordability of the fees. The report also mentions the rural families' reluctance to cater their children to pre-schools in favor of keeping them at home, partly due to the distance and poor quality of facilities. Further analysis is needed. It is in this context that the NDS-2030 set the target for preschool coverage rate to 30% by 2020, 40% by 2025 and 50% by 2030. By January 2018, the coverage of children aged 3-6 by all preschool institutions (including ECE centers) has increased to 15.5% but remains unlikely to reach the first NDS target in next two years.

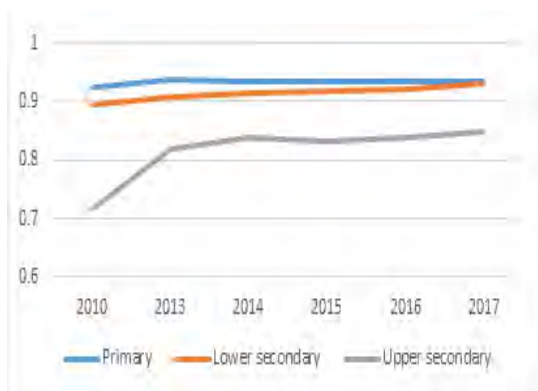
4.40 The costs of the transition to this twelve-year system have been simulated by a costing model that concludes with five scenarios. Analysis of the costing model by Mirzaev (2019) concludes that the scenario that proposes a six-year transition to the 12-year schooling is the "best case option in the presence of fiscal constraints." That way, "the gradual increase in the number of pupils aged 6 will be managed within the existing classroom infrastructure in schools and ECE centers, and within the existing cohort of teachers. The gradual approach not only allows time to refine curricula and attract additional sources of financing, but also creates at least 80% saving in setup costs over the approach where all 6-year-old children enroll in general secondary institutions at once." The cost implications of spreading implementation out over a 6-year period are seen in Figure 4-6 (Source: Mirzaev (2019)).

Figure 4-7: The multi-year cost estimation of gradual transition to 12-year schooling



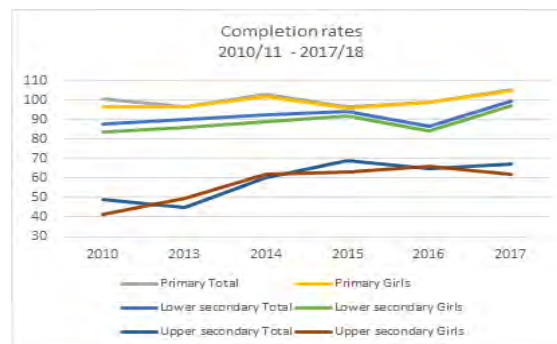
4.41 General Secondary Education (Primary and Secondary): The Government provides free and compulsory primary and basic (lower secondary) education (Grades 1-9) with gross and net school enrollment rates near universal. Access to basic education is widespread across all income groups, though some mountainous areas with dispersed populations still face difficulties. Completion rates are improving at all levels of general secondary education. Completion of general basic (lower secondary) education is near universal, with full gender parity at the primary level and somewhat lower female completion rates at the secondary level (95 vs. 100 % for girls and boys, according to the WDI database). On the other hand, completion of upper secondary education remains low, especially among girls.

Figure 4.8: Gross enrolment rates (2010-18)



Source: UNESCO, ESA Tajikistan (Draft) (2019)

Figure 4-9: Completion rates of general secondary education (2010-2017)



Source: JSR 2017 (via UNESCO)

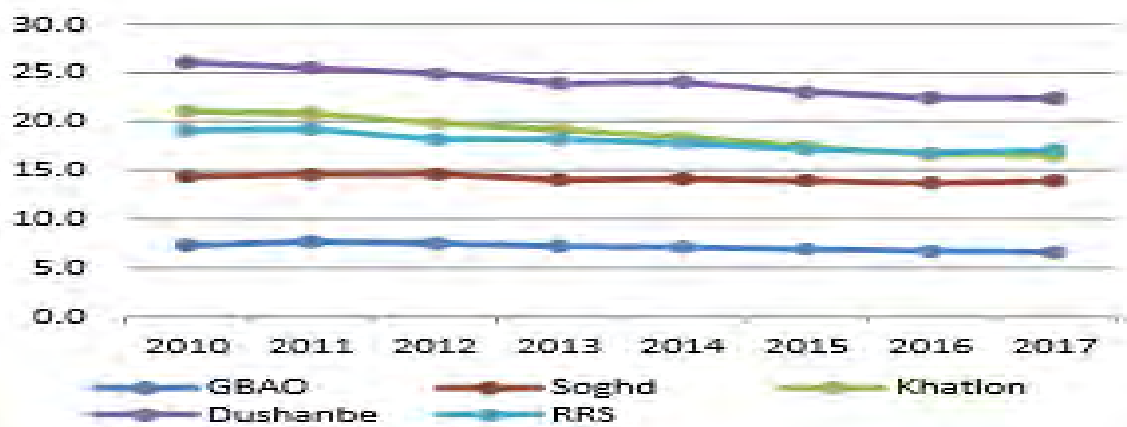
4.42 The condition of the schools is cause for concern. An overwhelming majority of students attend double-shift schools (88.2%). Only 6.6% attend single-shift schools and a remaining 5.3% attend triple-shift schools<sup>21</sup> which are mainly in the urban areas. Many primary and secondary schools lack basic amenities such as lighting, heating, water, and sanitation. For instance, less than half of all schools reported having their annual water supply needs fully covered.

4.43 Instructional time over nine years of general primary and secondary schooling (5,788 hours) is 24% less than the OECD average. There is no clear relationship between instructional time and double shift schools, which could even accommodate a curriculum with more instructional time. However, it appears that productive instructional time is negatively affected by triple shifting which creates time pressures on both students and teachers to quickly leave the classrooms to make way for the next shift. Multiple-shifting also limits the time of teachers' availability for "extra-curricular" work that is, nonetheless, related to academic subjects.

4.44 The NEDS 2020 acknowledged the persistent shortage of qualified teachers across all levels of education as a key impediment to improving the quality of educational provision in Tajikistan. As such, it focused on developing the competencies and capacities of teachers and education administrators. In addition, it sought to implement initiatives that would make the teaching profession an attractive career option. Figure 4-10 shows that student-teacher ratios are at a reasonable level and have improved over time.

<sup>21</sup>. This is down from 8.0% in 2010 and 5.9% in 2011, according to the 2017 JSR (UNICEF 2017).

Figure 4.10: Student-teacher ratios by region, primary and secondary school (2010-2017)



Source: Mirzaev (2017) via the UNESCO Report

4.45 Learning assessment: Republic of Tajikistan is implementing its most significant education sector reform initiative framed by the National Education Development Strategy (NEDS 2020). The NEDS defines assessment as one of the problematic areas of the education system that should be addressed. In addition, the NEDS 2020 recognizes and refers to the use of assessment results to make evidence-based decisions and manage/maintain quality of education. The country does not have a systematic, evidence-based method in place to assess either ongoing classroom learning outcomes or mid- or end-year student progress. Different projects on students' knowledge assessment have been implemented or are currently ongoing in the country through a number of donors and their agencies. However, according to NEDS 2020 (p. 18), due to "differences in assessment tools and the lack of comparability in the philosophies, processes, and procedures used under these initiatives it is impossible to use the results to judge the quality of education and its dynamics."

4.46 Curriculum: Three main documents guide the development of the curriculum in the Republic of Tajikistan: National Education Development Strategy till 2020 (NEDS 2020), National Development Strategy till 2030 (NDS 2030) and the Medium-Term Education Action Plan 2018-2020 (MTEAP 2018-2020). According to NEDS 2020, current education reforms in the country aim at "upgrading of general education content on the ground of transfer from knowledge-based to competency-based education model". It states that competency-based education "stipulates the support for goals and objectives of "outcome-based" education, and views the level of formation of key competencies of a student as one of educational results in addition to knowledge, abilities and skills". Speaking about teacher professional development, NEDS 2020 proposes that "standards of pedagogical education [be] in compliance with new priorities and technologies of general education". It also states that by 2020 training of teachers will be "built on modular and competency-based approach" and delivered in modular way, including distance modules that will include all the required support materials available to teachers in an electronic form.

4.47 NED 2030 stresses the importance of quality assurance in education and proposes the "development of mechanisms to evaluate the quality of education at the



institutional level”. This should be done through “monitoring of state requirements and state standards on the quality of pre-school and general education”. The document also underlies the need to ensure “the effectiveness of the system of professional development and retraining of teaching staff, promoting the attractiveness and efficiency of educational activities.”

4.48 MTEAP 2018-2020 puts forward the theory of change that should result in all subjects in all grades being taught based on the new competency-based curriculum. In addition to that, all teachers should possess the skills required for the transition to the competency-based curriculum and new textbooks supporting the implementation of the curriculum are to be developed and printed.

4.49 Practically no evidence exists on quality of the education reform in the country. Recent documents, such as UNESCO draft sector analysis (2019) and the 2015 JSR focus mainly on quantitative data. With the exception of Early Grade Reading Assessment (EGRA) there is little evidence on the quality of intervention from other partners.<sup>22</sup>

4.50 Most LEG partners have been rather critical of the current curriculum. For example, in their note for Education Strategy 2030, the local General Secondary Education working group stated that “there should be a full review of the current primary curriculum during the strategy period 2021-2030, which should lead to a restructuring to create the right balance between knowledge and competencies in the primary curriculum.” At the same time, no strong evidence about possible drawbacks or strong points of the current programs or curriculum can be provided.

4.51 The EU supported QESP-1 project team members claim to have developed their training modules in response to their in-house study on the training needs of teachers in Tajikistan. However, the outcomes are not currently available.

4.52 Scarce evidence that points out to possible drawbacks of the reform is normally not known to most stakeholders. For example, in his report on the pilot of the new Tajik curriculum for grades 5 and 6, an international consultant employed by the GPE3 project indicated that the MoES decision on changing the proposed design of the pilot made it impossible to draw any evidence based conclusion on the efficacy of the proposed intervention (Sokol 2017).

4.53 A recent paper by a professor of the Russian-Tajik Slavonic University, who is also the author of textbooks for Russian as a foreign language in grades 6 to 9, offers an analysis of textbooks used in grades 1-5 (Guseinova, submitted). The analysis makes it clear that the textbooks are hardly compatible with any competency-based curriculum. Moreover, it is clear from the paper that no new curriculum for Russian as a foreign language has been developed in the country.

4.54 The situation is not really different when it comes to teacher training. Despite multiple training events, there exists no information on any study into the efficacy of the

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<sup>22</sup> The EGRA report describes the baseline study, so in fact it is more a study of the current situation than the quality of intervention.

EU program. Both UNICEF and USAID are planning to document their interventions, however no information is available yet. Representatives of the READ-2 supported project indicated that data were available but not currently available.

4.55 When visiting schools and talking to teachers about the ongoing reforms and what they have learned from multiple training events provided, it appears that teachers mostly referred to group work during the lessons. However, it is important to acknowledge that 'group work' is a multi-faced methodology and observations of classrooms indicate much 'surface' understanding and undifferentiated models of 'group work'. A deeper and more sustained immersion in the practice is needed to secure effective teaching and improved learning.

4.56 The topic of textbooks cannot be omitted in any discussion of the curriculum component. MoES representatives claim that most textbooks have been revised and made compatible with the new curriculum. Nonetheless, some textbooks, e.g. a "new" textbook for the Tajik Language in Grade 5, appear to bear insignificant changes that are hardly sufficient to meet the requirements of the new curriculum.

4.57 Overall, it appears that a rigorous review of various materials developed as part of the curriculum reform is needed. This review should start with the curriculum documents themselves<sup>23</sup> and also include textbooks, teacher guides, as well as teacher professional development programs developed and implemented by various partners.

4.58 Development of Competency-Based Subject Standards & Guides: Systematic work on the revision of the current curriculum and development of competency-based curriculum and materials began under GPE4 project in Tajikistan (2013-2017). During that time, new curriculum was developed for the primary school, including 8 subject standards and 30 methodological guides. Additionally, new subject standards were developed for grades 5-11 for the Tajik language and mathematics.

4.59 In the framework of their Quality Education Support Program (QESP)-1 project started in 2017, the EU supported the MoES in the development of new subject standards and teaching guides for 5 subjects: Chemistry, Physics, Biology, Geography and IT. The project has also developed a framework for the competence-based school curriculum (Framework 2018) and the National Strategy for the Development of Standards and Curricula for general secondary education, both approved by the MoES in April 2019.

4.60 According to information received from the MoES, transition to the competency-based curriculum is progressing very well. Practically all competency-based subject standards have been developed, many textbooks have been updated and a few remaining ones will be completed in the coming year. This information, however, is not supported by

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<sup>23</sup> Including the framework documents developed by QESP 1 project that appear a good starting point but require further revision to become useful tools and fully meet the requirements for framework documents.

any independently produced report and at times data are available that contradict the MoES claims.

4.61 In-Service Teacher Training: Practically all projects implemented by the development partners in Tajikistan have included a component addressing the in-service teacher training. Under GPE4 project 5,395 primary grade teachers, as well as 130 trainers, 187 methodologists and university teachers were trained (Implementation Completion Report Review).

4.62 EU supported QESP 1 project team claim that 30,000 teachers have been trained by their project (Dimova 2019). The project has also developed and implemented numerous teacher training modules, e.g., an interdisciplinary training module Practicing Competence-Based Education for RTTI and Rayon Methodologists, a module and a guide on Implementation of Competence-Based Approach in Teaching Science Subjects and Information Technology, as well as a module on formative assessment.

4.63 “Read with Me” project supported by USAID claim to have trained teachers from 75% of schools (Giles 2019). The project is reported to have developed 72 training course on modern reading methodology for the primary school, as well as a district based mentoring model. Unfortunately, the IsDB Project Preparation and appraisal missions has not been provided with the reported modules and materials, therefore no further assessment is possible.

4.64 With support from Russia Education Aid for Development (READ) 2, the World Bank is implementing “Strengthening Classroom Assessment System in Tajikistan” project that has trained 550 teachers, district education department methodologists, pedagogues in PRESET and INSET institutions, staff of RMTC and SASSE [March-April 2019]. The project has also developed a school-based mentor support system. The IsDB project mission had an opportunity to see project videos developed by the team, however no training materials have been shared. A Learning assessment instrument for mathematics, Tajik language and nature/science for grades 1 and 2 [with blueprints for grades 3-4] has been designed, developed and piloted and the results shared with MOES for suitability for national roll-out.

4.65 Pre-Service Education: Since 2015, UNICEF Tajikistan has been developing a course on Pedagogical Mastery for pedagogical universities of Tajikistan. The course was first developed for the State Pedagogical University in Dushanbe and then adapted for all the pedagogical universities of the country through the input of the working group established by MoES. The course has been approved and recommended for inclusion into the university curricula.

4.66 In 2019, UNICEF Tajikistan in cooperation with ITTI GBAO has developed a module on inclusive education (Trainers Guide on Inclusive Education 2019) that is intended to be offered as part of in-service program in the region.

4.67 Primary and secondary vocational education and training: According to UNICEF, the Ministry of Education and Science has made progress in upgrading of the curricula and learning standards at technical vocational education training (TVET) institutes, yet lacks a

TVET strategy and enabling framework to adopt major reforms. At present, about 4% of general secondary graduates enroll in TVET institutes.

4.68 Tajikistan's network of TVET providers comprises mainly public institutions including: (i) 61 primary vocational education schools (lyceums) and 66 secondary vocational education schools (technical colleges) under the Ministry of Education (MOE); and (ii) 25 adult learning centers with branches in the districts under the Ministry of Labor, Migration and Employment (MoLME). The National Adult Training Center (NATC) in Dushanbe serves as the model and as a central resource center. In addition, the State Service for Quality Supervision provides on-demand licenses for newly proposed specialties, as well as indication of the maximum number of students to be trained.

4.69 Between 2010/11 and 2017/18, enrolment in primary TVET remained constant around 20-25,000. Share of women increased from 15.4% to 23.2%. On the other hand, enrolment in secondary TVET more than doubled during the same period. Share of women increased from 55% to 61.8%. More than 50% of the total enrolment is in "health, physical education, and sport" specialized, followed by pedagogy. Over time, enrolment in "industry and construction" decreased from 19% in 2007/8 to 14% in 2017/18.

4.70 Higher education: In the 2017-18 academic year, there were 39 higher educational institutions in Tajikistan, including 15 universities, 15 institutions and others (e.g., conservatories, law-enforcement higher institutions). The enrolment in higher educational institutions has gone up by 0.9 % during 2016-2017, including by 3.5 % for females. This is an encouraging trend, particularly because women are commonly admitted to be severely disadvantaged and are more likely to be unemployed or poor.

4.71 In the 2017-18 academic year, over 70% of students were enrolled in full-time day programs. The number of extramural students declined since 2016, which contradicts a long-standing Soviet practice of granting undergraduate students' permission to work and study. In addition, the overall completion rate appears to be relatively low and comprises about 80%. Two major reasons for dropping out are academic failures and non-attendance, particularly among girls and in rural areas.

4.72 System management: MoES possesses and uses a functioning educational management information system (EMIS). A recent review of the EMIS and its capabilities identified the following issues:<sup>24</sup> i) Due to financial constraints, there is very limited possibility for training of the EMIS staff and the staff of the education departments in data collection; ii) There is not a single standard defining the data transparency and an authorized body to verify the data objectivity and reliability; iii) Majority of educational establishments (schools) are not able to use the EMIS software due to lack of trained staff; iv) Majority of education departments lack software and hardware support capacity; v) Information and Communication Technologies (ICT) units have been set up in many education departments, but in reality such units do not exist and staff has not been

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<sup>24</sup> Safarov, Bakhtiyor (2017) Education Management Information System Report: Monitoring and Evaluation of Reaching the Set Objectives and Goals. Funded by the European Union and implemented by the Hulla & Co. Human Dynamics KG

employed in this area; vi) In the ICT branches of the MoES established under education departments a number of staff has been employed who, in fact, are not able to solve their own software and hardware issues.

## Major issues

4.73 The major issues in the education sector are the following:

- (a) Primary and lower secondary (general basic education) is nearly universal. However, Tajikistan lags behind of the Central Asian countries, as well as lower-middle income countries, in the coverage of pre-primary education. In addition, at the upper secondary education level, male Gross Enrolment Ratio (GER) is close to the regional average for Central Asia at 77%, while female GER is much lower at 58%, closer to the average for the lower-middle income countries.
- (b) However, there are significant regional differences in transition through the education system and girls have lower access to education, especially beyond basic education, and adolescent girls are at a higher risk of dropping out or not transitioning to upper secondary school for various reasons.
- (c) The key constraints on pre-primary education in Tajikistan are: (i) a lack of qualified teachers and specialists, (ii) high student-teacher ratio (25:1), and (iii) lack of adequate physical space. Access to preschool is even more limited for children with special needs, children of migrants, refugees, and street children.
- (d) Tajikistan does not have a systematic [commonly practiced] method in place to assess ongoing learning progression of students or summative end of phase outcomes.<sup>25</sup> Nonetheless, a 2012 Early Grade Reading Assessment (EGRA) led by USAID revealed low reading fluency among students from Grades 2 through 4 and that most students are unable to read at their grade level. However, the 2018 EGRA results for students studying in Tajik and Russian show strong reading outcomes; The percentage of students who were nonreaders across most EGRA subtasks was extremely low—less than five percent—indicating that nearly all students have some ability to read. Furthermore, girls generally outperformed boys and students from urban areas did better than those from rural areas.
- (e) Education management system is weak. There is a need to: establish quality assessment frameworks; restructure the administration; develop M&E indicators; and install a functional, modern education management information system (EMIS). The current EMIS is limited to descriptive statistics which are of little help in the formulation of policies aimed at tackling many of the issues listed here.
- (f) Tajikistan has relatively few hours of instructional time, which is 24% less than the OECD average.
- (g) Despite the fact that Tajikistan allocates a comparatively large share of its GDP towards education, much of this allocation is channeled towards inputs that do not

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<sup>25</sup>. Learning assessments have been developed and piloted for mathematics, Tajik Language and nature/science for early grades 1-4 and the results shared with the MoES for suitability for national roll-out: READ 2/World Bank 2019.

directly contribute to improving educational quality (except in general secondary education, where a huge majority of the funding is spent towards the salaries of education staff.

- (h) The inadequacy of educational infrastructure, especially in rural areas, is an important hindrance to school readiness and instructional effectiveness.
- (i) There is a persistent shortage of qualified teachers across all levels of education, and this is a key impediment to improving the quality of educational provision. This can only be rectified by seriously addressing salary scale and other incentives for teachers and the socio-economic and professional esteem issues raised in this Annex.
- (j) Analytical understanding of the education system—its strengths, weaknesses and potentialities—is hampered by lack of full sharing of information (data, studies) by its various development partners.

### **Detailed Project Description**

5.1 This project comes at the end of the Medium-Term Education Action Plan (MTEAP) for 2018-2020 and as work is underway to develop the Education Sector Plan (ESP) for 2021-2030 that will be aligned with “National Development Strategy of the Republic of Tajikistan for the Period up to 2030” (NDS2030). It is expected that an initial draft of the ESP will be completed by June 2020.

5.2 The NDS-2030 contains a rather brief section for education which focuses on “equality and access to education, improving the quality of education at all levels, financial stability and efficiency of the education sector, creation and development of national professional network of research and development with an emphasis on resource-saving technologies in the conditions of labor intensive and mountainous country; strengthening and effective implementation of the country's scientific potential.” Three priorities for education are articulated: ensuring equality and access; improving the quality at all levels; and enhancing financial sustainability and efficiency.

#### **Component 1. Enhanced Access to Quality Education Facilities (US\$ 33.57 million)**

5.3 Context and Rationale: Under this component, the project will provide access to student friendly school environment equipped with suitable furniture/equipment and laboratory facilities.

5.4 The project targeted schools are mainly constructed during the Soviet time. Many of these schools have old/obsolete buildings and outdated equipment and limited capacity to address the high rate of population growth of the region. The Table 5-1 shows the existing gap of education facilities for accommodating existing number of students let alone the new children reaching to school age.

**Table 5-1. List of districts covered by the project in the existing gap education facilities**

	Target Districts	Existing schools	Students enrolled	Overall capacity of schools (students)	Enrolments minus capacity	Number of schools needed
1	Shohin	57	15905	11153	4752	29
2	Muminabad	58	25444	18928	6516	32
3	Kulyab	55	49559	44599	4960	18
4	Baljuvon	45	9703	7015	2688	18
5	Temurmalik	46	18276	13428	4848	21
6	Vose	72	47674	44186	3488	14
7	Hamadoni	50	31730	29266	2464	9
8	Farkhor	69	41319	33879	7440	33
9	Dangara	75	48433	33617	14816	62
10	Pyanj	51	29340	24588	4752	23
11	Jaihun	44	33400	28392	5008	21
12	Dusty	46	28145	23761	4384	23
13	Shahritus	53	30694	25734	4960	14
14	Huroson	61	26852	24548	2304	12
15	Vakhsh	64	43664	39824	3840	19
16	Kushoniyon	63	53921	48081	5840	27
17	Tursunzoda	124	61631	56017	5614	9
18	I. Somoni (Dushanbe)	25	29757	25593	4164	7
<b>Totals</b>		<b>1,089</b>	<b>641,271</b>	<b>545,937</b>	<b>95,334</b>	<b>403</b>

5.5 The schools are selected on the basis of the following criteria: (i) Inclusion in the Decree No. 504 dated November 26, 2016 of the Government of the Republic of Tajikistan aiming to address emergency of insufficient classroom space;(ii) Non-existence of school facilities in the targeted villages/districts (particularly the newly established settlements/villages); (iii) Triple-shift schools resulting in reduction of instructional time; and (iv) Obsolete/outdated infrastructure of emergency conditions of potential safety risk.

5.6 All of the targeted schools are included in the Government Decree No. 504 on emergency of insufficient classroom space. As per information provided by the MoES, out of 68 schools, five schools including of 90 classrooms with capacity of 2,160 students are going to be constructed with a view to reduce the number of shifts from three<sup>26</sup> to two shifts. This will cost about US\$ 3.8 million (14% of the civil works budget).

5.7 Reduction of the triple shifts to double shift schools is an emergency issue in Tajikistan: (i) it creates issues of access, safety and security as the third shift ends when it is dark, especially during winters. Parents prefer not to send their children to school and the walk from school to home becomes unsafe for children; (ii) The quality of learning and participation in school activities is compromised due to reduction in instruction time and no opportunities for extracurricular activities; and, (iii) Buildings and equipment of such schools have short life span and easily worn out due to overuse. The government is planning to develop a Programme on the elimination of triple shift schools. Reduction and elimination of triple shift schools will also be reflected as a priority in the new Education Sector Plan until 2030. 92% of all triple-shift schools are located in Khatlon and Dushanbe regions.

5.8 There are no data on the percentage of teachers working multiple shifts. However, according to the MoES, this might increase the demand for additional teachers, but not necessarily in all schools. In very few schools, teachers are involved in all three shifts and most of the schools have sufficient number of teachers to cover the triple shifts within the permitted teacher workload. The number of triple shift schools will be reduced through construction of additional classrooms.

5.9 The rest of the schools include construction of 5 schools in the areas lacking general school facilities<sup>27</sup>, 6 schools in emergency conditions and rest of the schools have obsolete buildings and limited space for the existing number of students.<sup>28</sup>

5.10 There are no laboratory facilities in almost all of the targeted schools. The toilets, have no water available for sanitary purposes and no privacy for the students. The schools do not have ventilation/air conditioning. The heating system in the old schools are not as per the standard and may cause potential risk for children and staff. In some villages, storage units/containers are used as classroom for primary students and secondary level students walk about 4-6 km to reach the school in the neighbouring village.

5.11 Development objectives: This component will enhance school readiness and access to student friendly schools in target districts by increasing quality of physical environment, provision standard space, water and sanitary facilities, heating system, suitable furniture/equipment, library, computer rooms and laboratory facilities.

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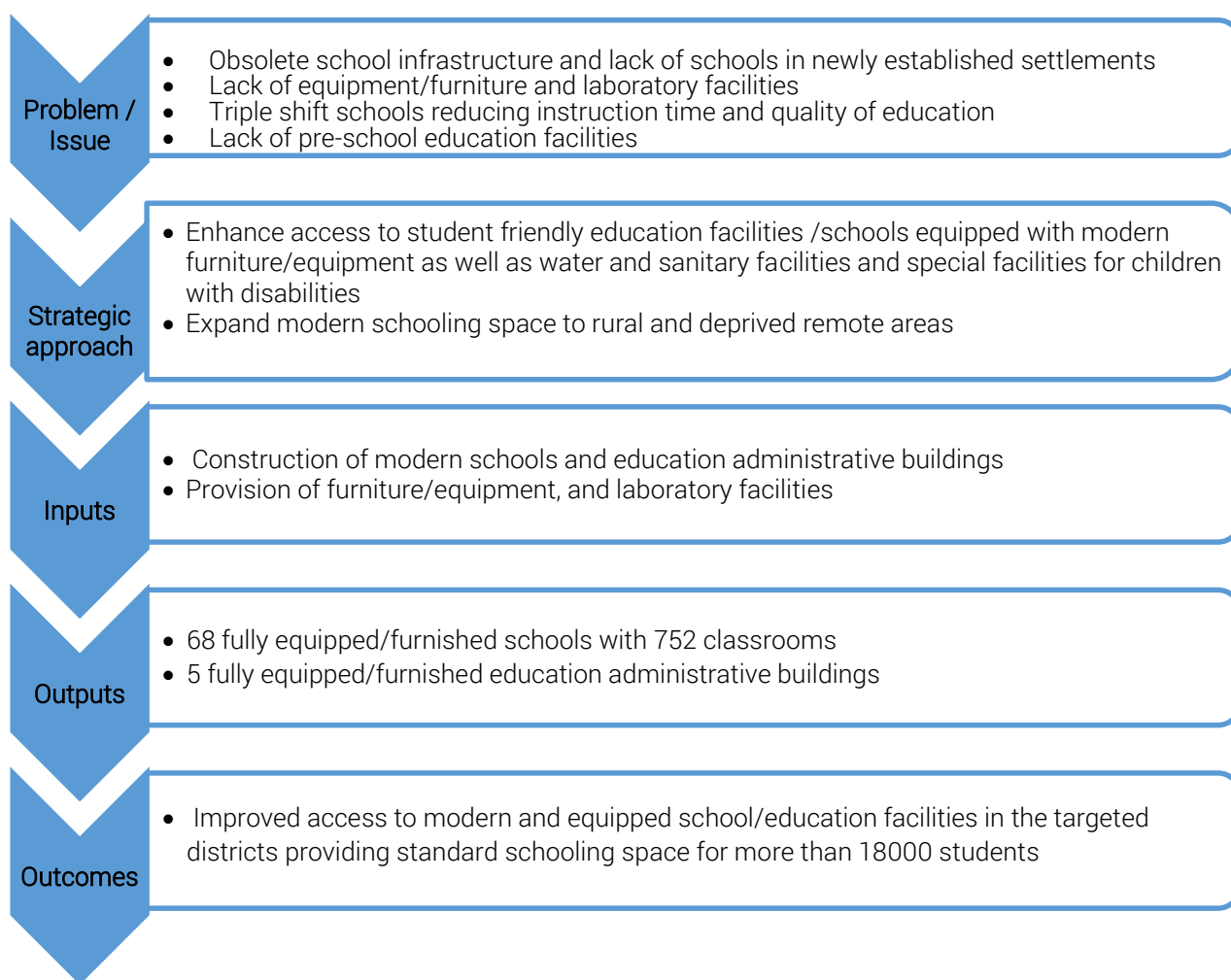
<sup>26</sup>. During the IsDB field visit to triple-shift schools in the project area, it was noted that in some schools, they reduce the instruction time for primary grade only, while some other school reduce the instruction time for other grades as well.

<sup>27</sup>. This includes newly established settlements.

<sup>28</sup>. This information will be validated by the project supervision consultant.



5.12 Theory of change is shown below:



5.13 The outcome indicators under this component will be measured by the number of students having access to modern, new and safe infrastructure, modern furniture/equipment, biology, chemistry and physics laboratories, water and sanitary facilities, heating system and a student friendly environment.

#### Sub-component 1.1: Construction/Rehabilitation of Schools

5.14 Under this sub-component, the project will support construction/rehabilitation/completion of 68 schools and 5 education administrative buildings in 18 districts of the Khatlon Region and Dushanbe providing standard education space for an estimated 18,040 students in grades 1-11. The schools will comprise a total of 752 classrooms designed to accommodate 24 students each. With the area of 2 sq. m. for each student, each classroom will have an area of 48 m<sup>2</sup>.

5.15 During the project appraisal mission, the list of the targeted schools was revised to include more number of smaller schools rather than facilities with larger building and high cost of construction. This will increase outreach to serve the population mainly in the rural areas of the Khatlon region with difficult geographic and economic conditions. The revised list includes schools of standard design for 8, 10, 26, and 50 classrooms (Table 5-2).

**Table 5-2. Number and types of schools to be constructed under the project**

Type of school	Number of schools	Number of Classrooms	Average number of students per school	Total Number of Students
Schools with 8 Classrooms	8	64	192	1,536
Schools with 10 Classrooms	56	560	240	13,440
Schools with 26 classrooms	3	78	624	1,872
Schools with 50 classrooms	1	50	1200	1,200
<b>Totals</b>	<b>68</b>	<b>752</b>		<b>18,048</b>

5.16 Each new school will be provided with the water supply, electricity, heating, security surveillance system, computer room with internet connection, separate toilet facilities for boys and girls with full privacy (door for each individual toilet), as well as the laboratories for physics, biology and chemistry.

5.17 In line with the minutes of the LEG Meeting dated 19 November 2018 for selection of the IsDB as a Grant Agent of the GPE Multiplier Fund in Tajikistan and with a view to create synergy and closer coordination among the Development Partners, it was agreed to align the project with the World Bank's Early Childhood Development for Building Tajikistan's Human Capital Project. In this context, all schools to be funded by IsDB/GPE will include one class room for the pre-school education. The World Bank Project will cover teacher training and capacity building aspects of the pre-school facilities.

5.18 The school list may be revised during implementation, after prior approval by IsDB, if the Government considers starting construction of the school, or if the project implementation is delayed due to administrative reasons. The school designs will also be reviewed by the project supervision consultant (PSC). The PSC will ensure that the school size/capacity is suitable for the project site area and the changes/requirements mentioned under this component are addressed.

5.19 In addition to schools, the project supports the construction of five education administrative buildings for the MoES in the project area providing working environment for 488 staff. These are important to manage the efforts of the government to provide best education facilities in all the regions of the country. All education administrative buildings (table-5-3) will be fully financed under the Government contribution to the Project.

**Table 5-3. Construction of offices for the District Education Departments**

Nº	City / Region	Construction Cost	Equip./Furn.	Total
1	Shamsiddin Shokhin District	375,000	32,616	407,616
2	Dangara District	875,000	32,616	907,616
3	Jaihun District	375,000	32,616	407,616
4	District of Dusti	375,000	32,616	407,616
5	Shahritus district	375,000	32,616	407,616
	<b>Totals</b>	<b>2,375,000</b>	<b>163,080</b>	<b>2,538,080</b>

5.20 It is expected that the civil work component is expected to take about 2.5 years in addition to 6 months for procurement process and 4 months for design review. The process of purchasing furniture and equipment will begin upon completion of 50% of the construction work at all project sites and will take 1.5 Years.

### **Sub-component 1.2: Supply of Schools Equipment and Furniture**

5.21 As per standard school design, the schools of ten classrooms and less are not provided with laboratory facilities. The laboratories are established only in the schools with more than 10 classrooms. However, during the Project Appraisal mission the school designs were revised to

include all necessary laboratory facilities. Therefore, in addition to school furniture and general equipment, the project will also provide equipment for chemistry, physics, and biology laboratories aiming to improve learning environment for the students in all targeted schools. The furniture will include chairs, tables, and laboratory furniture for the students in addition to the furniture for the school's teachers, library and the school director office. The equipment includes IT, education, and surveillance equipment (Table 5-4). The tentative list of the equipment and furniture for different type of schools is attached in **Annex-15**, which will be further finalized after consultations and review.

**Table 5-4. School Furniture and Equipment**

<b>Furniture/Equipment</b>	<b>Estimated Cost (US\$)</b>
School Furniture (Table, chairs, boards, cabinets, stillage, apron, curtain, etc.)	2,590,465
School equipment including: office equipment, inventory, kitchen, first-aid sets, music instruments, sport hall/gym, domestic science, wood and metal works, etc.	2,057,039
Laboratory equipment including chemistry, biology, physics and astronomy, math room, geography room, drawing and visual room, etc.	1,008,288
<b>Total</b>	<b>5,656,512</b>

5.22 The process for procurement of equipment will start in the second year of project implementation.

## **Component 2. Improving Competency Based Education (CBE) - US\$ 5.62 million**

### ***Sub-component 2.1. Roll-out of the competency based curriculum***

5.23 Vision for curriculum development. Three main documents guide the development of the curriculum sector in the Republic of Tajikistan: National Education Development Strategy till 2020 (NEDS 2020), National Development Strategy till 2030 (NDS 2030) and the Medium-Term Education Action Plan 2018-2020 (MTEAP 2018-2020). According to NEDS 2020, current education reforms in the country aim at “upgrading of general education content on the ground of transfer from knowledge-based to competency-based education model”. It says that competency-based education “stipulates the support for goals and objectives of “outcome-based” education, and views the level of formation of key competencies of a student as one of educational results in addition to knowledge, abilities and skills”. Speaking about teacher professional development, NEDS 2020 proposes that “standards of pedagogical education be in compliance with new priorities and technologies of general education”. It also states that by 2020 training of teachers will be “built on modular and competency-based approach” and delivered in modular way, including distant modules that will include all the required support materials available to teachers in an electronic form.

5.24 NED 2030 stresses the importance of quality assurance in education and proposes the “development of mechanisms to evaluate the quality of education at the institutional level”. This should be done through “monitoring of state requirements and state standards on the quality of pre-school and general education”. The document also underlies the need to ensure “the effectiveness of the system of professional development and retraining of teaching staff, promoting the attractiveness and efficiency of educational activities.”

5.25 MTEAP 2018-2020 puts forward the theory of change that should result in all subjects in all grades being taught based on the new competency-based curriculum. In addition, all teachers should possess the skills required for the transition to the competency-based curriculum and new textbooks supporting the implementation of the curriculum are to be developed and printed.

5.26 Ongoing development of competency-based subject standards and guides: Systematic work on the revision of the current curriculum and development of competency-based curriculum and materials began under GPE4 project in Tajikistan (2013-2017). During that time, new curriculum was developed for primary school, including 8 subject standards and 30 methodological guides. Additionally, new subject standards were developed for grades 5-11 for Tajik language and math.

5.27 Under the Quality Education Support Programme (QESP)-1 Project started in 2017, the EU supported the MoES in the development of new subject standards and teaching guides for 5 subjects: Chemistry, Physics, Biology, Geography and IT. The project has also developed a framework for competence-based school curriculum and the National Strategy for Development of Standards and Curricula for general secondary education, both approved by the MoES in April 2019.

5.28 According to MoES, transition to the competency-based curriculum is progressing. Practically all competency-based subject standards have been developed, many textbooks have been updated and a few remaining ones will be completed in the coming year. This information, however, is not supported by any independently produced report.

5.29 In-service teacher training. Practically all projects implemented by the development partners in Tajikistan have included a component addressing the in-service training. Under GPE4 project 5,395 primary grade teachers as well as 130 trainers, 187 methodologists and university teachers were trained (Implementation Completion Report Review).

5.30 The EU supported QESP-1 Project team states that 30,000 teachers have been trained by their project. The project has also developed and implemented numerous teacher training modules, e.g., an interdisciplinary training module Practicing Competence-Based Education for RTTI and Rayon Methodologists, a module and a guide on Implementation of Competence-Based Approach in Teaching Science Subjects and Information Technology, and a module on formative assessment.

5.31 The “Read with Me” project supported by USAID states that they have trained teachers from 75% of schools. The project is reported to have developed a 72-hour training course on modern reading methodology for the primary school, as well as a district based mentoring model.

5.32 With support from Russia Education Aid for Development (READ) 2, the World Bank is implementing “Strengthening Classroom Assessment System in Tajikistan” project that has trained 60 teachers from 15 schools across Tajikistan. The project also reports to have developed a school-based mentor support system.

5.33 In 2019, UNICEF Tajikistan in cooperation with ITTI GBAO has developed a module on inclusive education (Trainers Guide on Inclusive Education 2019) that is intended to be offered as part of in-service programme in the region.

5.34 Pre-Service teacher training. Since 2015, UNICEF Tajikistan has been developing a course on Pedagogical Mastery for pedagogical universities of Tajikistan. The course was first developed for the State Pedagogical University in Dushanbe and then adapted for all the pedagogical universities of the country through the input of the working group established by MoES. The course has been approved and recommended for inclusion into the university curricula.

5.35 Current State of the Curriculum. Little evidence exists on quality of the education reform. Recent documents, such as the Tajikistan Education Sector Analysis (UNESCO 2019) and Education Sector Synthesis Report (Mirzoev 2015) focus mainly on quantitative data. With the exception of Early Grade Reading Assessment (EGRA) report received from USAID, there does not

appear to be any evidence on the quality of interventions from other partners<sup>29</sup>. However, practically all LEG partners have been rather critical of the current curriculum. A full review of the current primary curriculum that could lead to a restructuring to create the right balance between knowledge and competencies in the primary curriculum should be explored.

5.36 The EU supported QESP-1 was initially planned to support MoES in further development of maths and mother tongue curriculum. The plan was changed as the curriculum for those subjects had already been developed by MoES itself. At the same time, no study into the quality of the developed materials has been conducted.

5.37 The scarce evidence that points out to possible drawbacks of the reform is not known to most stakeholders. For example, in his report on the pilot of the new Tajik curriculum for grades 5 and 6, an international consultant employed by the GPE-3 project indicated that the MoES decision on changing the proposed design of the pilot made it impossible to draw any evidence based conclusion on the efficacy of the proposed intervention (Sokol 2017). Another analysis (Guseinova, submitted) makes it clear that textbooks for Russian as a foreign language in grades 6 to 9, are hardly compatible with a competency-based curriculum.

5.38 The situation is not really different when it comes to teacher training. Despite multiple training events, evaluative documentation is not available.<sup>30</sup>

5.39 A mere participation in a one-off training event is not enough for to change practice. A system of continuous classroom-based support is needed. Several development partners (e.g, USAID and UNICEF) have started introducing elements of continuous professional development (CPD) into their projects, however no agreed CPD model exists in the country. No systematic analysis of teacher needs is available yet. Occasional school visits indicate that teachers mostly refer to group work during the lessons as a new “competency element”. While group work may be an important strategy when building the learning process, it is a tiny aspect of the competency-based approach.

5.40 Textbooks. On the basis of a brief analysis it appears that some textbooks (e.g. a “new” textbook for Tajik Language in Grade 5, (Бобомуродов et al 2018), appear to bear insignificant changes that are hardly sufficient to meet the requirements of the new curriculum. Rationale for the Proposed Project Sub-Component. The proposed sub-component aims to respond to the following challenges: Incompatibility of the current textbooks with the competency-based curriculum; Insufficient attention to subject competencies and their possible integration with key competencies in the approved Curriculum Framework and teacher training programs based on it; Teachers’ poor and fragmented understanding of the proposed reform; Lack of systemic support for teacher in the process of competency-based curriculum rollout; and, Lack of strong evidence for improved teacher competence and student learning outcomes as a result of interventions in the country.

5.41 Addressing the above challenges will provide MoES with necessary tools and resources for implementing the theory of change proposed in MTEAP 2018-2020 and ensuring smoother transition to the competency-based curriculum outlined in NEDS 2020.

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<sup>29</sup>. The EGRA report describes the baseline study. It is more a study of the current situation than the quality of intervention.

<sup>30</sup>. Both UNICEF and USAID are planning to document their intervention. However, no information is currently available. When talking to the MoES representatives, it appears that the main focus is on the number of teachers trained. In fact, quantitative rather than quality indicators are also included in the sector plan documentation in the country.

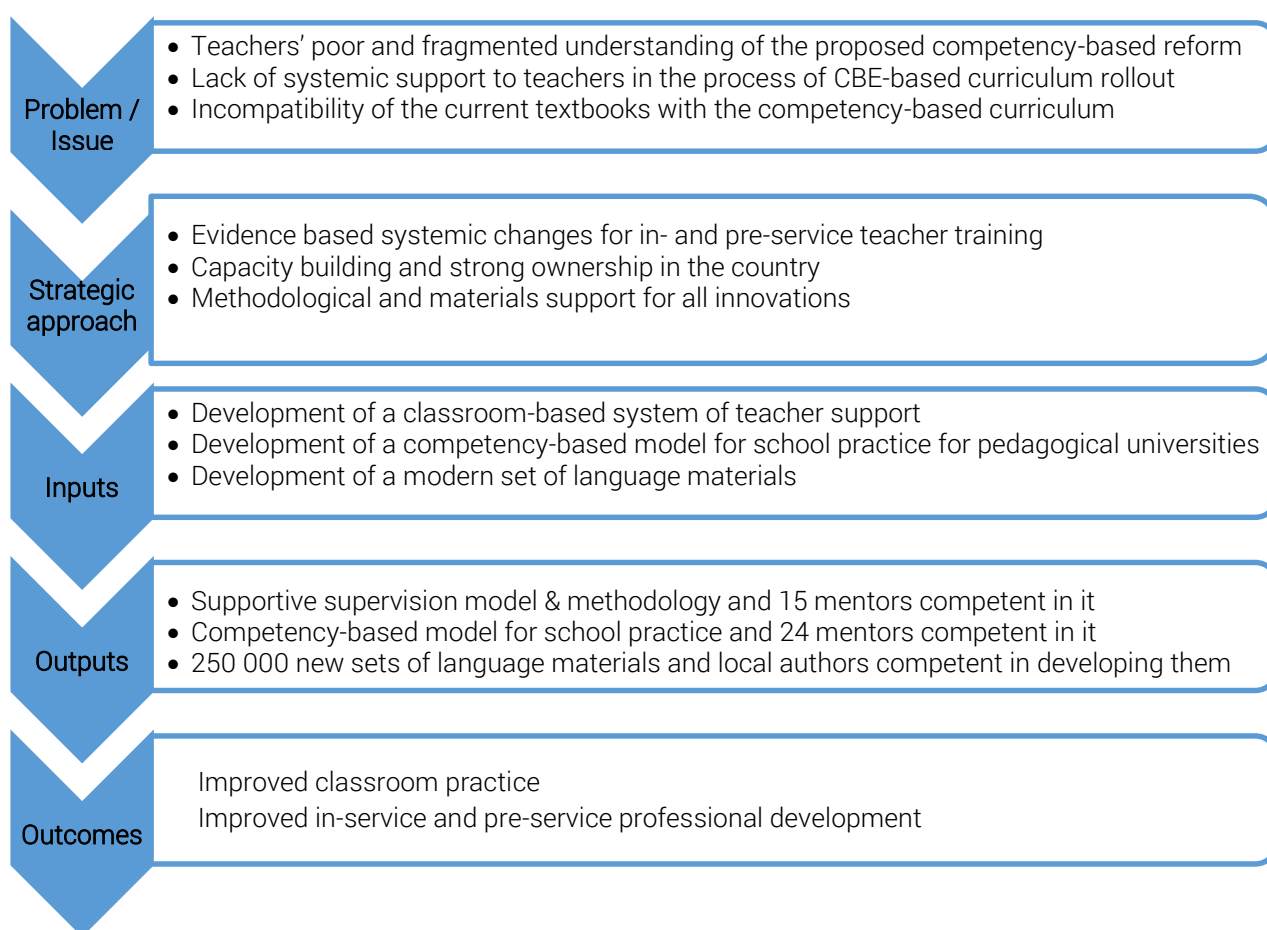
## Development objective

5.42 The main objective of the curriculum component is to reduce the gap between declared and implemented curriculum for grades 5-9 for maths and languages.

5.43 The component direct beneficiaries will include maths and language teachers in the selected districts, education specialists from the Methodological Cabinets of the district education authorities, deputy heads and method group leaders from the project areas, staff from the pedagogical universities and teacher training institutes in Dushanbe, Kulob and Bokhtar taking part in the project activities.

5.44 Indirect beneficiaries of the component will include pupils in grades 5-9 in the selected 10 districts of the Khatlon region and several schools of Dushanbe, students of the three pedagogical universities and teachers attending training events run by the teacher training institutes in Dushanbe, Kulob and Bokhtar.

5.45 The of change under this sub-component would be as follow:



5.46 The outcomes of the component will be measured and monitored through baseline/end-line studies, Generally, a very draft design of the studies will look as follows:

- An observation tool developed and tested
- Sampling done, experimental and control groups selected
- Baseline info collected for both experimental and control groups
- End-line info collected for both experimental and control groups
- Study and raw data made available and recommendations/results submitted

## Description of the sub-component:

5.47 Design and Scope. The curriculum sub-component will include 7 major activity areas:

- Classroom-based system of teacher support
- Recommendations for the revision of standards
- Teacher training course for methodologists and deputy heads
- Model for school practice in pedagogical universities
- E-library of materials for education professionals
- Modern set of language teaching materials
- A blended in-service course on some aspects of inclusive education

5.48 Classroom-based system of teacher support. Many teachers face difficulties implementing the new curriculum and lack support in the process as deputy heads, method group leaders and specialists from district educational authorities tend to control rather than support teachers. Under the current sub-component, a supportive mentoring methodology and a coherent system will be developed and implemented in the selected districts of the Khatlon region and several schools of Dushanbe.

5.49 Recommendations for the revision of standards. Curriculum reform is an ongoing process. Based on the experience of supporting teachers of maths and languages for three years, recommendations for the revision will be drafted and submitted to the MoES.

5.50 Teacher training course for methodologists and deputy heads. Current refresher courses for district methodologists and deputy heads do not prepare for supportive supervision of teachers. A new course on supportive supervision methodology will be developed together with RTTI staff and implemented during the lifetime of the project.

5.51 Model for school practice in pedagogical universities. With UNICEF support, a new course on Pedagogical Mastery has been developed and approved for all pedagogical universities. The impact of this course can be increased significantly if it is integrated with school-based practice of student /trainee teachers. A model for such practice will be developed and implemented in three pedagogical universities (Dushanbe, Kulob and Bokhtar). The project will also involve university staff into an action research project investigating the new initiatives and constituting the basis for a changed model of pre-service training in line with the competency-based approach introduced in Tajikistan.

5.52 Action researches: The quality of education very much depends on the quality of the teachers, who play the central role in facilitating learning in a CBE based education approach. The predominant model of providing pre-service teacher training is through the 5-year diploma delivered by Pedagogical Universities (PU), which is loosely aligned with CBE reform. This is why the pre-service teacher training system varying greatly in quality and must be improved to maximize the potential of the trainee teachers. Stakeholder consultations during the project design identified two main barriers: lack of knowledge of PU teachers in CBE approach and curriculum in PUs is based on behaviourist knowledge-based pedagogy. Little efforts have been made to address these barriers to integrate PU teachers in the reform process. Whereas changing the mind-set of the PU teachers is of utmost importance for the reform to happen.

5.53 It is quite challenging to bring PU teachers to engage in traditional continuous professional development activities, such as workshops, etc. because of their status in the hierarchy and academic background. Traditional means of improving their knowledge do not work as the PU

teachers refuse to participate in traditional workshops and training as trainee. Conducting action research has enormous potential to address the gap. In generating research knowledge and improving pedagogical action at the same time, action research challenges the normative values of two distinct ways of being – that of the scholar and the practitioner. Firstly, action researches would allow PU teachers to understand the dynamics of CBE and engage themselves in the reform process. Secondly, action research can play an important role in remodelling education practices in local contexts and generate evidence to support educational reform.

5.54 E-library of materials for education professionals. Over the past 10 years, numerous handbooks, manuals, worksheets and other materials have been developed for educational professionals in Tajikistan. These materials are not organized in a system, nor are they known to most teachers. In partnership with one of the sub-structures of the MoES and the National library, the project will design and launch an e-library of all these materials and create the conditions for its ongoing use for all projects.

5.55 Modern set of language teaching materials (for grade 5; language to be specified). Although a new competence-based curriculum has been developed for all language subjects, teaching materials remain traditional. Students don't have workbooks, not enough input is provided for the development of receptive skills, communicative activities are often missing. The project will develop and pilot a modern set of language teaching materials for selected languages for grades 5-6.

5.56 A blended in-service course on some aspect of inclusive education. UNICEF, AKF and Chemonics are currently supporting RTTI with equipment and training for conducting online and blended courses. The project will develop and pilot an in-service course for teachers on some aspects of inclusive education to help them successfully integrate pupils with different learning needs.

5.57 Past Lessons Learned and Reflected in Project Design. Several important factors based on partner experience have been reflected in the project design.

- (a) *Involvement of all key stakeholders.* Analysis of prior interventions indicates that some key local partners tend to be "forgotten" when the project is designed. This leads to unnecessary confrontation and lack of local expertise. The proposed project will include representatives from all partner organisations whose mandate covers any of the project activity.
- (b) *Local partner participation in the development process.* Failure to include local partners in the development process inevitably leads to the lack of local ownership. The project proposes that all the international consultants involved in the project are required to build local capacity and co-develop with the local team. In the end, it should be the local team that are ready and willing to continue.
- (c) *Integration with prior initiatives.* Cooperation among the development partners needs to be ensured. The project strongly supports collaborative initiatives and intends to build upon the results achieved by other partners rather than propose an alternative. It is believed that such an approach is more likely to help project beneficiaries and turn them into project allies.

### **Implementation**

5.58 Overall implementation strategy is based on i) involvement of key local stakeholders from the very beginning of the project, ii) building capacity of key local actors, iii) clear ongoing communication to MoES and stakeholders in other regions of the country and iiiii) overall management of the component by UNICEF office in the country which is well-versed in what is going on in the sector. TPD, formative assessment and CBE-roll-out will be priorities of the NSED



until 2030. Having functional models in place will provide opportunities for scale up and adoption at system-level. Relevant state institutions will be involved in development, piloting and evaluation of proposed models to ensure sufficient capacity for scale up. Materials and resources will be developed by local stakeholders under overall coordination of the MoES and support from national and international consultants.

5.59 Classroom-based system of teacher support. The activity starts with a baseline study that looks into the current practice of maths and languages teachers in the selected districts. The design of the study is co-developed by two international consultants (one for maths and one for language disciplines), and four national consultants. This process ensures that all local consultants develop a good understanding of the study and follow the same procedures during the data collection stage. The outputs of the study will include both the quality measure of the current practice and a problem map that will serve as a basis for designing the system of teacher supportive supervision. At this stage, the team will be joined by 15 core members coming from the key local institutions who will be involved in all the subsequent activities. The team work on the development of all the key elements of the future supervision methodology. Pre-pilot is taking place parallel to the development and involved a small group of teachers from several schools in the district. The following two years are dedicated to the pilot of the methodology in the selected schools. This is done through regular monthly meetings of teachers and mentors and ongoing observation of classroom practice. Every six months, experience exchange workshops for teachers and mentors, as well as follow up training events for teachers and mentors are organised. Midterm and end-term studies employing the same methodology as the baseline are used for monitoring and evaluation.

5.60 Recommendations for the revision of standards. Based on the three years of continuous work with teachers of maths and languages, recommendations for the revision of standards will be provided and submitted to MoES. The ideas for them are collected during the lifetime of the project and summarised during the last year.

5.61 Teacher training course for methodologists and deputy heads. Following the experience of supporting deputy heads and specialists from the district education departments during the pilot of the classroom based system of teacher support, a new course on supportive supervision methodology will be developed together with RTTI. The development will start with the revision of the current course for this target group and make sure that the methodology developed and tested by the project is integrated in further in-service training. This means that the new course is delivered at least two times within the project lifetime and feedback is incorporated into its improvement.

5.62 Model for school practice in pedagogical universities. The activity is scheduled to start during the second year of the project to ensure that the materials from the classroom based system of teacher support are already available. A conference for all pedagogical universities aims to inform the stakeholders about the project plan and objectives. A baseline study of current pedagogical practice of students is designed by a group of local and international consultants. A workshop for current facilitators of the course "Pedagogical Mastery" will help the team understand the current level of CBE at the universities and define the ground for further work. A key group comprising the supervisors of students practice and facilitators of the Pedagogical Mastery course will regularly meet for two years to develop and implement the new model. The process will go hand in hand with testing the model during the actual process of students' pedagogical practice. An annex to Pedagogical Mastery course will establish connections between the course and student practice while a system of action research for students and staff will act as an additional element for strengthening introduction of CBE at pedagogical universities. End term study at the end of the project will look into the changes in student practice. The final conference will disseminate the

results and lessons learned and ensure that the model can be scaled up to other pedagogical universities in the country.

- (a) *E-library of materials for education professionals.* A team of one international and one local consultant are responsible for a baseline study establishing the scope of what has been done. Based on that, a sub-contractor develops the prototype of the library and ensures that all the materials have been digitised. Following the pilot with the defined target group, the e-library is finalised and a training module is developed and conducted for local institutions working with teachers. This may be in an online or blended form.
- (b) *Development and printing of a modern set of language materials.* A group of international and local consultants review current textbooks and develop and run a baseline study into the current practice. A workshop for stakeholders is organised to inform about the upcoming activities and announce the launch of a school for the developers of instructional materials. The participants will be holding regular consultations for two years. During this time, the materials for the selected language and grades will be developed and pre-piloted in a small number of classrooms. The official pilot of the draft materials takes place in the third year of the project and preceded by a training event for the teachers involved in the pilot. An end-line study following the same methodology as a baseline concludes the pilot. The final conference at the end of the third project year discusses the lessons learned and informs stakeholders about the approach to further development of instructional materials for other grades and languages.
- (c) *A blended in-service course on inclusive education.* The development starts with a baseline of current practice at RTTI to define potential gaps in in-service training for inclusive education. Further on a joined decision is taken on a specific focus of the course that is developed and implemented following the approach described for teacher training.

#### *Costs:*

5.63 The cost of the curriculum sub-component, including printing of instructional materials, amounts to USD 5.35 million. Detailed information on costing is provided in **Annex 7**.

#### *Sustainability*

5.64 The following measures are proposed to ensure sustainability of results after the lifetime of the project:

1. Involvement of all key local partners to the activities of the project based on their mandate.
2. Revision of the current normative documents to ensure that all the proposed changes are approved of and included in the official documentation.
3. Integrated approach with other development partners to ensure a joint vision and voice, and integration of the proposed approaches and their spin offs in their country programs
4. Focus on capacity building of local staff and developing local competence for further implementation of the proposed approach
5. A system of regular communication about the development of the project aimed at involving local stakeholders into the process and developing ownership of results

5.65 A significant number of teachers and other education professionals in the country will have much better understanding of the learner-centered pedagogies, thus significantly increasing the chances for the effective implementation of CBE approaches. At the school level, the project will establish a new tradition of teachers regularly coming together, reflecting on their experience,

introducing changes to their plans and materials and testing the ideas in the classroom. In addition, supportive supervision methodology will provide inspectors, deputy heads and method group leaders with tools for building quality dialogues with teachers. These dialogues are seen as a starting point for further professional development.

*Key activities, outputs and expected outcomes*

5.1 They are outlined in the following matrix. See Annex 1 for more details:

Key activity	Main output	Key outcomes
Development of a classroom-based system of teacher support	<ul style="list-style-type: none"> <li>- Supportive supervision model &amp; methodology</li> <li>- 15 trained mentors competent in supportive supervision</li> </ul>	Improved classroom practice
<p>Many teachers face difficulties implementing the new curriculum and lack support in the process as deputy heads, method group leaders and specialists from district educational authorities tend to control rather than support teachers. A supportive methodology will be developed and implemented in the project locations. Ongoing collaboration of teachers and mentors will constitute the basis for a new system of continuous professional development that will result in a much better understanding of CBE and improved practice as a result.</p>		
Revision of standards for maths and languages	Recommendations for the revision of 20 subject standards	Improved classroom practice
<p>Curriculum reform is an ongoing process. Based on the experience of supporting teachers of maths and languages for three years, recommendations for the revision will be drafted and submitted to the MoES. Next generation of standards will lead to the improvement of classroom practice as they will be more teacher-friendly and tackle changes in the curriculum in a more systemic way.</p>		
Development of a new in-service course for methodologists and deputy heads	<ul style="list-style-type: none"> <li>- 12 trainers competent in the facilitation of the course</li> <li>- 180 trained professionals (deputies and DED specialists)</li> </ul>	Improved professional development (in-service)
<p>Current refresher courses for district methodologists and deputy heads do not prepare for supportive supervision of teachers. A new course on supportive supervision methodology will be developed together with local staff from in-service teacher training institutions and implemented during the lifetime of the project. This will help in the implementation of a new CPD model and thus lead to improved in-service professional development of teachers.</p>		
Development of a competency-based model for school practice for pedagogical universities	24 trained mentors competent in the new model	Improved professional development (pre-service)
<p>A course on Pedagogical Mastery has been recently developed and approved for all pedagogical universities. The impact of this course can be increased significantly if it is integrated with school-based practice of students. A model for such practice will be developed and implemented in three pedagogical universities. As a result, novice teachers graduating from the programme will be better prepared for running CBE classes.</p>		

Key activity	Main output	Key outcomes
Development of an e-library of materials for education professionals	100 items of methodological support materials digitally available	Improved professional development
Over the past 10 years numerous handbooks, manuals, worksheets and other materials have been developed for educational professionals in Tajikistan. These materials are not organized in a system, nor are they known to most teachers. In partnership with one of the sub-structures of the MoES and the National library, the project will design and launch an e-library of all these materials and create the conditions for its ongoing use for all projects. Teachers will become more informed about the existing resources and leave a professional development event with more practical materials “in their hands”.		
Development of modern set of language materials	250 000 new sets of materials printed	Improved classroom practice
Although a new competence-based curriculum has been developed for all language subjects, teaching materials remain traditional. Students don’t have workbooks, not enough input is provided for the development of receptive skills, communicative activities are often missing. The project will develop and pilot a modern set of language teaching materials for selected languages for grades 5-6. The new materials will provide students with more learning opportunities, thus improving the overall quality of learning.		
Development of a blended in-service course on aspects of inclusive education	<ul style="list-style-type: none"> <li>- 12 trainers</li> <li>- 100 trained teachers in addressing special needs in mainstream classes</li> </ul>	Improved professional development (in-service)
Several development partners in Tajikistan are currently supporting the local in-service training provider with equipment and training for conducting online and blended courses. The project will develop and pilot an in-service course for teachers on some aspects of inclusive education to help them successfully integrate pupils with different learning needs. More teachers will master the skills of dealing with special needs in mainstream classes.		

### **Sub-component 2.2. Learning Assessment for grades 5-9**

#### *Context and Rationale*

5.66 The Republic of Tajikistan is implementing its most significant education sector reform initiative framed by the National Education Development Strategy (NEDS 2020). The NEDS defines assessment as one of the problematic areas of the education system that should be addressed. In addition, the NEDS 2020 recognizes and refers to the use of assessment results to make evidence-based decisions and manage/maintain quality of education.

5.67 Current state of assessment. Tajikistan does not have a systematic, evidence-based method in place to assess either ongoing classroom learning outcomes or mid- or end-year student progress. Different projects on students’ knowledge assessment have been implemented or are currently ongoing in the country through a number of donors and their agencies. Figure 5-1 (created and shared by the Donor Coordinating Council for education), provides an overview of current activities that are supported by DPs. However, according to NEDS 2020 (p. 18), due to “differences in assessment tools and the lack of comparability in the philosophies, processes, and procedures used under these initiatives it is impossible to use the results to judge the quality of education and its dynamics.”

5.68 The development of formative assessment (FA) is currently piloted in primary grades under World Bank/READ-2, and the USAID supported Read with Me (RWM) projects. The WB/READ-2 project aims at strengthening the formative assessment and grading systems in three key primary education subjects. The RWM project has been working in the area of formative assessment to implement classroom-based reading diagnostics that focus on the process of reading. The Classroom Assessment Scoring System (CLASS)<sup>31</sup> has been piloted by Aga Khan Foundation. The EU-QESP-I project aims at developing the National Standardized Learning Assessment System. The project has strengthened the capacities of the National Testing Centre (NTC) in the areas related to development and implementation of summative assessment. UNICEF is working on capacity building for Early Childhood Education stakeholders to improve the assessment of learning outcomes at ECE centres. Most of the projects have focused on the development of assessment in primary grades.

5.69 Teachers (as well as teacher training and pedagogical organisations) need enriched, shared understandings of assessment to support student learning. Those requirements include a lack of standardised understanding of critical teaching and learning issues such as: What is assessment? What are the range of purposes of using 'assessment? What is 'effective' teaching? How do you know if 'learning' is taking place? What role does assessment have in the 'learning' process? How do you integrate 'assessment' within your planning for teaching and learning? How does the teacher regard assessment as 'linked' within teaching and learning? What are 'learning assessments'?

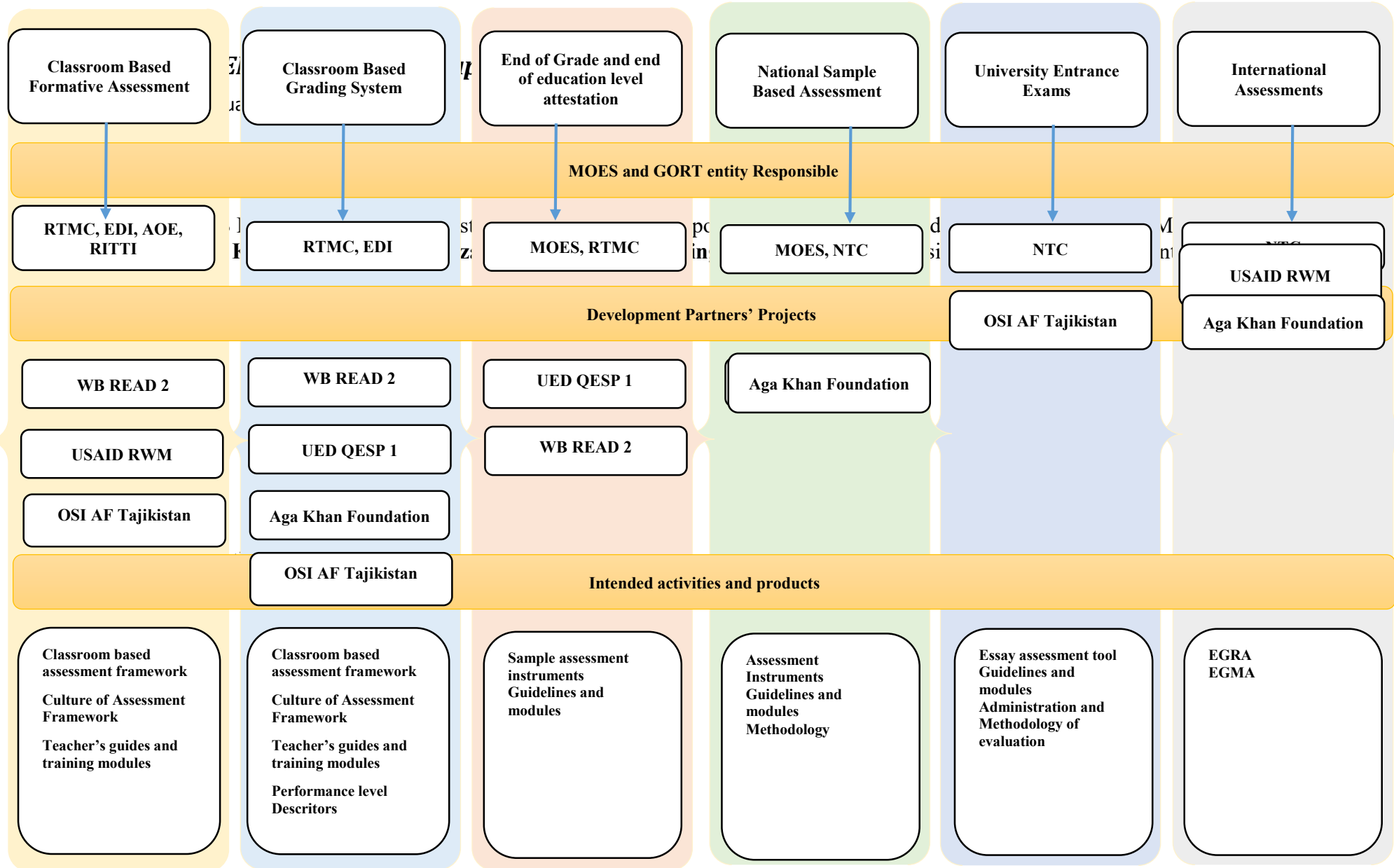
5.70 Rationale. A 'learning assessment' system which can be used to support day-to-day student learning and also provide a continuous profile of student learning progress which supplies evidence for focused teaching and measures progression of students at mid-year and end-year can be of significant benefit in the quest to improve learning outcomes. This project will address related issues such as: What is the design and structure of a Learning assessment system? What is the basis of its two-phase design and purpose: 'confirmatory' and 'exploratory' phases? Linking Learning assessments to a Curriculum programme: selecting Learning objectives (concepts; competences). Understanding learning trajectories.

5.71 The introduction of classroom based formative learning assessment and learning assessment will serve to enable teachers and other educators to develop understanding of the central role of formative assessment in effective teaching and learning; enable teachers to use formative assessment to support more effective student learning through the integration of the processes of teaching, learning and assessment in classroom pedagogical practice; provide teachers with formative teaching, learning and assessment pedagogical strategies which will enable them to plan, teach, observe and adjust teaching to meet pupils' individual learning needs; enable teachers to plan and use learning assessments that provide a source of data for analysis to evidence pupil learning progress and to identify next steps in supporting those progressions; enable teachers to use learning assessments throughout the school year as a pedagogical methodology of learning 'probes' integrated within day-to-day teaching and learning; enable teachers to assess pupils during normal classroom sessions when specific taught concepts or aspects of progression need to be confirmed or explored; enable teachers to gather information which helps them to be more specific and accurate in individual planning for effective learning.

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31. The CLASS measure, published by Teachstone Training, LLC, is a classroom assessment tool that measures the teacher-child interactions.

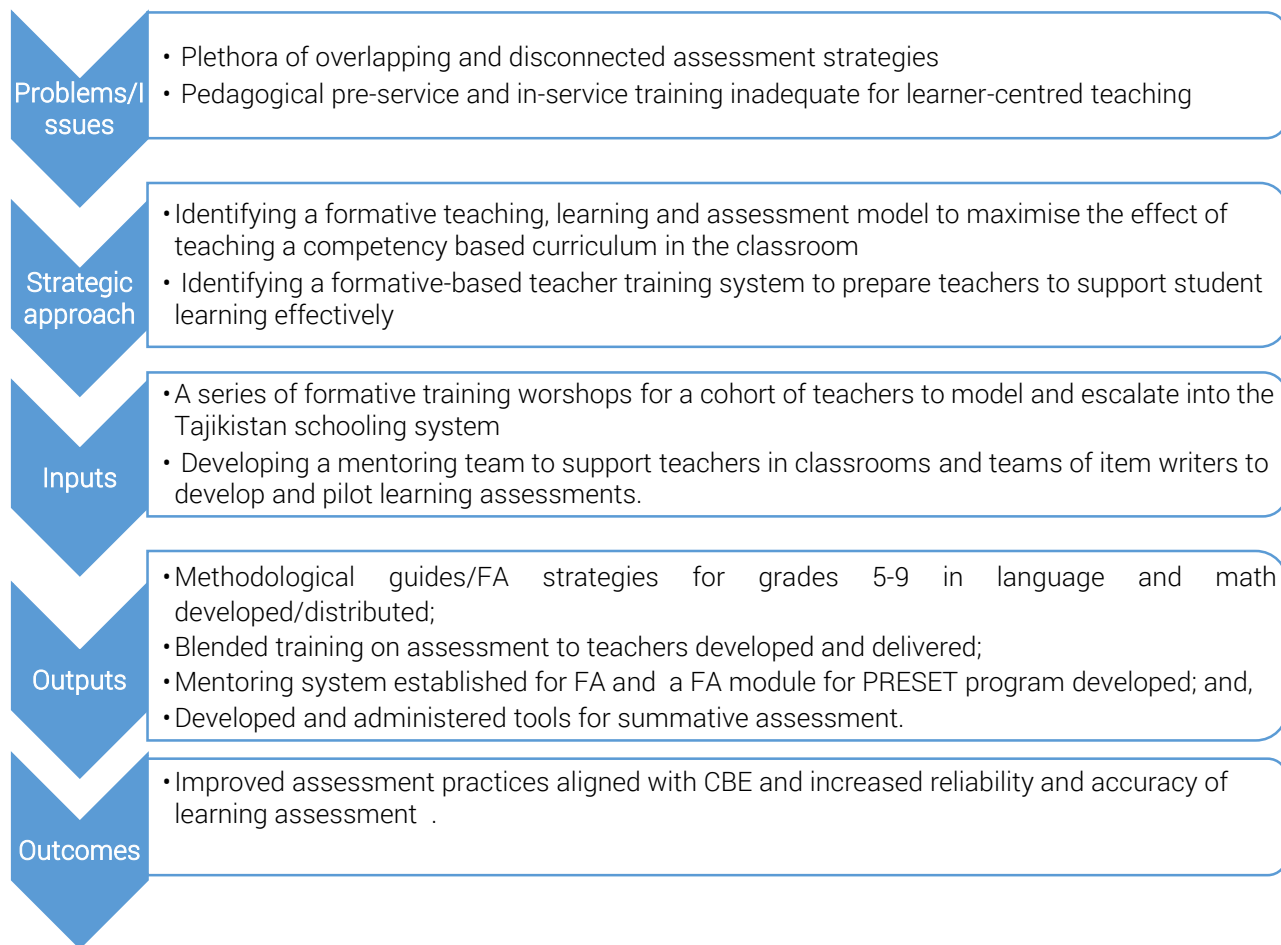
Figure 5-1. Student Assessment in Tajikistan



### Development objective

5.72 The main objective of the assessment component is to support reform in assessment practices in line with new CBE standards. In CBE, assessment focuses on competencies, rather than knowledge and skills, assessment is both formative and summative and forms an integral part of the process of the development of competencies. This component will support assessment for learning with an emphasis on formative assessment within the context of the new CBE curriculum across Grades 5-9.

5.73 The theory of change under this sub-component would be as follow:



5.74 The outcome indicators will be measured and monitored through baseline/end-line studies. The similar approach explained under Para 5.46 above.

### Description of the sub-component

5.75 Formative assessment (assessment for learning) will include:

- *Development of assessment strategies:* developing learning assessment instruments, which will be matched to the curriculum competencies for Grades 5-9 in selected schools and ensuring that normative frameworks for their application exist;

- *Development of blended INSET:* conducting formative assessment training for teachers and trainers, allowing them to help students succeed in a competency-based education (CBE) system;
- *Strengthening the mentoring system:* teacher support through trained mentoring and material resources, including modules for training teachers [pre-service and in-service] in formative teaching and assessment methodology as well as teacher handbooks and support materials.

5.76 Summative assessment (assessment of learning) will cover the end-of-grade examinations. The ongoing education reform calls for a paradigm shift in the mode of instruction and consequently, examination. Assessment will be more of a process of determining the capability of a learner to apply the knowledge, skills, attitude, and values as they perform tasks. But these aspects of evaluation are not materialized well by present assessment system. Current evaluation is administered to evaluate capacity of recalling information.

5.77 Preservice teacher training needs to be revised to include effective formative assessment aligned with CBE.

### *Implementation arrangements*

5.78 The objective of this component is to develop integrated, formative teaching, learning, and assessment system to make student learning more effective and to support and measure the progression in student achievement. There are three sets of activities: formative assessment, summative assessment, and inclusion of FA in PRESET.

5.79 Formative assessment (FA). Methodological guides on FA in Mathematics and selected language will be developed in collaboration with Education Development Institute (EDI) and Republican Teaching and Methodological Centre (RTMC). The project will finance the printing and distribution of the guides. An item writing team will be trained by international consultants in the conceptualization, design, and construction of learning assessment instruments. The project will support the creation of a resource bank on FA tools.

5.80 Blended INSET will be developed in collaboration with Republican In-service Teacher Training Institute (RITTI). All district-level secondary level methodologists will be trained in formative assessment. At the school level, a mentoring team of teachers will be trained in formative teaching, learning and assessment methods [8 methods] as a support to the pilot schools.

5.81 Summative assessment. Methodological guides will be developed in collaboration with RTMC for end of grade examination aligned with CBE. The capacities of RTMC will be strengthened in developing and administering attestation materials (test and other examination tools). School managers and teachers will be trained in summative assessment.



5.82 Preservice teacher training. The project will join hands with WB/READ 2 and USAID/RWM in the institutionalization of the CBE based learning assessment techniques into the PRESET training modules for secondary school teachers and methodologists. The project will support action-based research in formative assessment to be conducted by 6 State Pedagogical University teachers, who will be supported by consultants. Research results will be disseminated and published for policymakers, teachers, education stakeholders, and academic audiences.

*Costs*

5.83 The cost of the learning assessment component amounts to USD **0.245** million. Detailed information on costing is provided in **Annex 7**.

*Key outputs by component*

5.84 These are presented in the following matrix.

Outcome: Increased reliability, accuracy and fairness of learning outcome assessment	
Outcome indicators	Increased level of self-regulation among students and teachers
Key outputs	<ol style="list-style-type: none"> <li>1. Developed, printed, and distributed methodological guides FA strategies for grades 5-9 in language and mathematics.</li> <li>2. Developed and delivered blended training on assessment to teachers.</li> <li>3. Mentoring system established for formative assessment.</li> <li>4. Developed and administered tools for summative assessment.</li> <li>5. A resource bank for assessment tools created</li> <li>6. Developed and introduced FA module for PRESET program</li> </ol>

***Sub-component 2.3. Stocktaking of CBE Related Interventions/Activities***

5.85 Under this sub-component, the project will support stocktaking of the CBE related activities/operations carried out by the Government of Tajikistan and the development partners.

5.86 An international consultant will be hired to prepare a comprehensive report on the CBE related activities and to propose a road map for future interventions by the government and development partners.

### Component 3. Upgrading/Modernization of Education Management Information System (EMIS) - US\$ 1.5 million

#### *Context and Rationale*

5.87 Two diagnostic assessments of the existing EMIS are available : the World Bank SABER Country Report for Tajikistan EMIS (2017)<sup>32</sup> and an assessment of EMIS commissioned by the EU.<sup>33</sup> Based on these assessments, diagnostic information is available for four areas, as seen in the following matrix:

EMIS policy areas	Diagnostic conclusions
The enabling environment	<ul style="list-style-type: none"> <li>• Relatively weak data-driven culture</li> <li>• Reduced stakeholder involvement, understanding &amp; valuing education data</li> <li>• Unfriendly data presentations and dissemination, resulting in reduced value of EMIS</li> <li>• Insufficient training and professional development related to education data</li> <li>• Under-utilization of the existing EMIS data</li> <li>• The stakeholders seem not to fully understand the value of the data and how to use it</li> </ul>
System Soundness	<ul style="list-style-type: none"> <li>• The EMIS hardware &amp; software are outdated and inefficient, &amp; require replacement</li> <li>• often unusable because of IT security issues (mainly viruses)</li> <li>• The coverage &amp; depth of education data in the EMIS database are limited</li> <li>• Learning assessment, financial, human resources, and noneducation data (demographic, economic and social data) are not integrated</li> <li>• There are no established procedures to provide continuous feedback to schools and districts of the processed education data</li> <li>• Limited connectivity, because of poor (or lack of) Internet availability</li> <li>• Database integration is weak, different departments being in charge of different databases that are not linked together and not integrated in a single platform</li> <li>• Human resource is lacking adequate training and skills</li> <li>• The procedure for updating the EMIS application is not efficient: different versions running in the same time, bugs and errors are not</li> </ul>

<sup>32</sup>. See <http://documents.worldbank.org/curated/en/261831500373515546/SABER-education-management-information-systems-country-report-Tajikistan-2017>

<sup>33</sup>. These documents were made available by the EU office in Dushanbe: Report on the Situation and Function Analysis of the Education Information Management System (EMIS), Saidov Iso Jafarovich, December 2017; Report on Current Education Management Information Systems (EMIS) Available in Tajikistan and Internationally, Saidov Iso Jafarovich, May 2018; Education Management Information System Report: Monitoring and Evaluation of Reaching the Set Objectives and Goals, 2017; Procurement – Computer software and hardware .

EMIS policy areas	Diagnostic conclusions
Data Quality	<p data-bbox="516 239 1419 310">solved in a timely manner. Also, there is a lack of specialized personnel (IT programmers) for the system daily operation maintenance</p> <ul data-bbox="516 317 1419 1192" style="list-style-type: none"> <li data-bbox="516 317 1419 388">• Clear and precise definitions of education data and indicators are missing</li> <li data-bbox="516 394 1419 466">• Insufficient data validation and triangulation, which limits the education data quality</li> <li data-bbox="516 472 1419 543">• No policies or external audits are in place to correct for unreliable or missing data</li> <li data-bbox="516 550 1419 621">• The chance of data misinterpretation (for example, about teachers) is significant, which reduces data quality</li> <li data-bbox="516 627 1419 699">• Data collection, management, and reporting takes several months, thus diminishing the usefulness and immediate availability of data</li> <li data-bbox="516 705 1419 848">• Although some procedures for validating data are in place, errors can occur due to data collection complicated procedures, lack of vertical communication (sometimes missing data are filled with “assumed” values without checking with schools)</li> <li data-bbox="516 854 1419 968">• Implementing strong validation mechanisms at the school and central level as well as automated, statistical tools to flag suspicious data are of critical importance</li> <li data-bbox="516 974 1419 1117">• There is a systemic and systematic need for training of the education staff (training on data definitions/purpose/use, training for system users, training in upgrading/ maintaining the system, general IT training)</li> <li data-bbox="516 1123 1419 1192">• The procedure for collecting data is very complicated, time-consuming, susceptible to produce data errors</li> </ul>
Utilization for Decision Making	<ul data-bbox="516 1205 1419 1885" style="list-style-type: none"> <li data-bbox="516 1205 1419 1234">• Stakeholders cannot fully utilize data</li> <li data-bbox="516 1241 1419 1354">• The main user of data is the central government, which uses data for national and regional decisions about education performance, accountability, and resource allocation</li> <li data-bbox="516 1360 1419 1474">• However, at the school level, lack of data awareness, internet access, and limited communication and training prevent the local stakeholders to access and use EMIS</li> <li data-bbox="516 1480 1419 1593">• There is no knowledge base for education management, with good practices and lessons learnt, which could be shared by similar schools and districts</li> <li data-bbox="516 1600 1419 1713">• The EMIS data is under-used and under-analyzed, there is no dedicated application/platform for data analysis (limited analyses are performed using MS Excel, tables, charts and graphs)</li> <li data-bbox="516 1719 1419 1791">• EU suggests using SPSS software package for in-depth data analysis and reporting</li> <li data-bbox="516 1797 1419 1885">• EU reports on EMIS need for a future web based EMIS solution with online users and options for syncing data with EMIS server (in case the internet is not always available). Also, the EU reports are favorable to a</li> </ul>

EMIS policy areas	Diagnostic conclusions
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	student based EMIS solution which can track the students' progress, inform the teachers and parents etc.
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### Strategy for Strengthening EMIS

5.88 The following matrix outlines the strategic approach of the project. Given the need to focus on EMIS utilization for decision making, the project favors extensive training, and implementation in two district pilots. This is designed to develop a model for district-level EMIS to support local education decisions, school performance improvement and better learning outcomes.

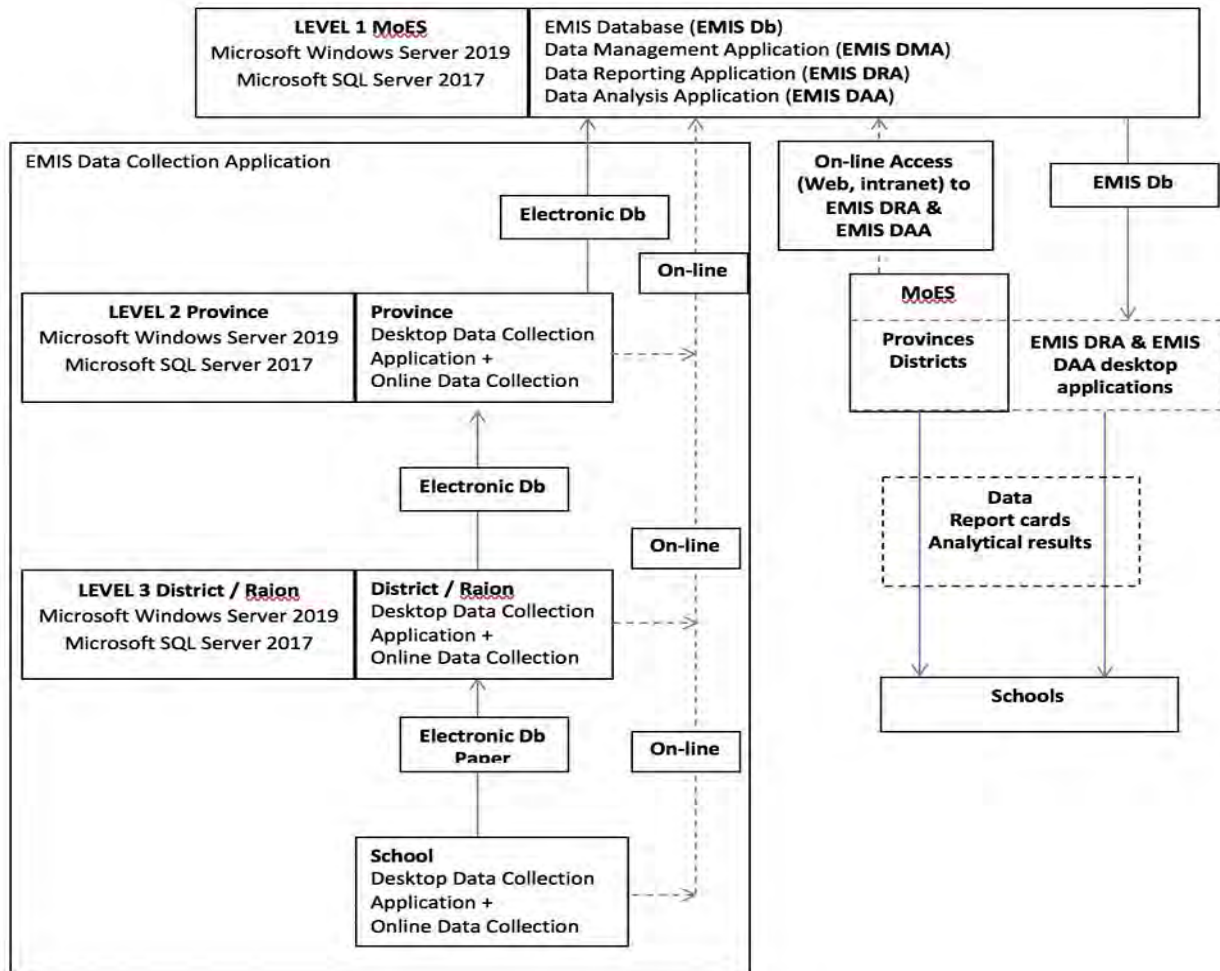
EMIS policy areas	Strategic approach favors:
The enabling environment	<ul style="list-style-type: none"> <li>• Stimulating and activating stakeholders' involvement,</li> <li>• Understanding and valuing education data</li> <li>• Encouraging coordination / cooperation between districts, local governments, schools and parents with the goal of evidence base decision making and building a data-driven culture</li> </ul>
System Soundness	<ul style="list-style-type: none"> <li>• Procurement and installation of required hardware/software</li> <li>• Developing and implementing a hybrid EMIS software solution, combining web-based with offline applications</li> <li>• Developing Data Management Application (DMA), based on upgraded hardware</li> <li>• Integrating learning assessment, financial, human resources, and non-education data (demographic, economic, and social data) into the Data Management Application (DMA)</li> <li>• Improved connectivity in areas where internet coverage is available</li> <li>• Building human capacity and sustainability by training of staff at MoES and region/district levels;</li> </ul>
Data Quality	<ul style="list-style-type: none"> <li>• Clear &amp; precise definitions of education and non-education data &amp; indicators</li> <li>• Technical/institutional measures for improving data quality through data collection mechanisms, data validations &amp; triangulations (DMA);</li> <li>• Additional data validation and triangulation, possibly operated by high-school students as part of their ICT classes</li> <li>• Training the data collectors, operators and stakeholders in interpreting, checking and validating educational data</li> <li>• Where needed and feasible, private contractors can be hired for data collection and verification</li> <li>• Higher level data analysis can also flag weak and poor quality data and trigger local audits to improve data quality</li> </ul>
Utilization for Decision Making	<ul style="list-style-type: none"> <li>• Developing Dashboards (Datasheets) at the levels of MoES, district and school and returning selected analytical results to districts, schools, and selected stakeholders (DAA)</li> </ul>

EMIS policy areas Strategic approach favors:

- Improving Data Reporting Application (DRA) to reflect the expanded Database coverage
- Strengthening Data Analysis Application (DAA) for strategic planning and policy at the MoES and regional/district levels;
- Implementing pilots in two selected districts, involving school directors and stakeholders
- Building human capacity and EMIS sustainability by training the staff of MoES and regional/district offices in data analysis

5.4 Proposed EMIS architecture. Figure 5-2 shows the architecture proposed for the EMIS.

Figure 5-2. Proposed EMIS architecture

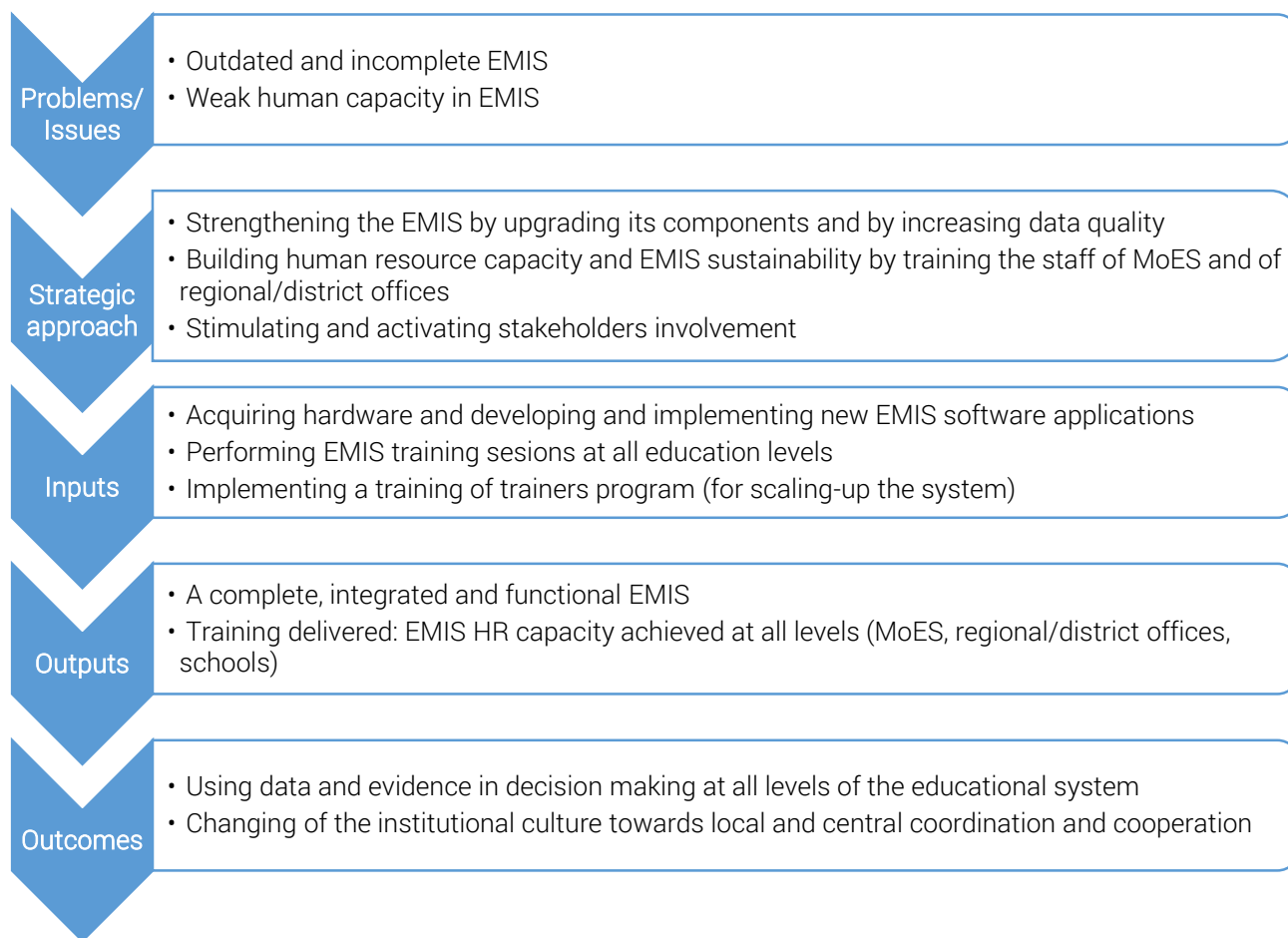


Development objectives

5.89 The overall objective is to ensure that the EMIS is an effective tool for the efficient management of the system. For this, the EMIS needs to be comprehensive and integrated, and it needs to be able to support planning and policy at the MoES, district and school levels in support of the overarching goals of the system, which are access, equity, and quality of education. In order to accomplish these objectives, the EMIS should enable policymakers to:

- Measure inequity in the education sector.
- Assess performance of students, schools and districts against standards.
- Explain patterns and relationships and decide “what works in education”.
- Develop profiles of schools and districts in a comparative approach.
- Develop composite indices of input, process and outcome.
- Identify regional and sector education problems.
- Develop trend analysis, i.e. the change in time of various indicators.
- Evaluate the relative performance of schools and districts, in order to identify over- and under-performers.
- Play “what-if” scenarios in order to develop action plans for schools and districts.
- Develop index-based resource allocation.
- Target based on criteria of need.
- Explore local trade-offs between schools and districts and discover latent local resources.

5.90 The theory of change under this component would be as follows:



5.91 With a view to monitor and evaluate the outcome indicators, the Annual Report of the EMIS Unit of the MoES should list the domains and the levels where decision making was made based on EMIS data and analysis. Such detailed information should be solicited by the EMIS Unit from the MoES Directorates, the Regions, the Districts and schools (reporting to Districts). Furthermore, the metrics for the EMIS actions and "cooperative initiatives" (exchanges, sharing, or joint activities) taken at school and district levels and reported annually are a good indication of the changing the institutional culture towards local and central coordination and cooperation as a major outcome of the IsDB Project.

*Implementation steps* (Annex 8 provides more details for each activity).

5.92 The main activities of this component are:

- (a) Development/upgrading the Data Management Application (EMIS DMA) and the Data Reporting Application (DRA) for data processing, management and reporting based on indicators and queries;
- (b) Development of the Data Analysis Application (DAA) as an advanced data analysis tool for policy and planning purposes at the MoES and regional/district levels;

- (c) Taking technical and institutional measures for insuring data quality through data collection mechanisms and multiple data validations and triangulations;
- (d) Developing district dashboards (datasheets) at the MoES level, and school dashboards (datasheets) at regional/district levels, and ensuring that they are communicated to districts and schools, as well as disseminating them to select stakeholders;
- (e) Building human capacity and sustainability by training staff at MoES and region/district levels.

5.93 The EMIS Implementation Plan supports three strategic objectives:

- Comprehensive and Integrated EMIS
- Efficient, effective, and sustainable system Supporting Planning and Policy at the MoES, District, and School Level
- Enhancing HR capacity

5.94 Strategic objective 1. Comprehensive and Integrated EMIS. There are four activities:

- Developing/upgrading the existing EMIS (hardware and software): EMIS architecture design and hardware and software procurement
- Developing an integrated EMIS Database (EMIS DB): increasing the data coverage and integrating information on human resources, financial information, student assessment/results data, and demographic/ Census information
- Developing/upgrading the Data Management Application (EMIS DMA) and the Data Reporting Application (DRA) for data processing, management and reporting based on indicators and queries
- Developing the Data Analysis Application (DAA) as an advanced data analysis for policy and planning purposes at the MoES and regional/district levels.

5.95 Strategic objective 2. Efficient, effective, and sustainable system Supporting Planning and Policy at the MoES, District, and School Level. This includes two activities:

- Taking technical and institutional measures for insuring data quality through data collection mechanisms and multiple data validations and triangulations
- Developing districts/schools dashboards /datasheets by district at the MoES level, and by school at regional/\_district level, and returning them to districts and schools, as well as disseminating them to selected stakeholders

5.96 Strategic objective 3. institutional and human resource capacity building. Only one activity for this objective:

- Building human capacity and sustainability by training staff at MoES and region/district levels



5.97 The link between EMIS upgrading activities (hardware, software applications/modules) and capacity building through intensive training is the way that each activity and training session is scheduled in the implementation timeline table. To assure a logical fluency of the EMIS component implementation, the first activities are related to hardware/software acquisition and EMIS general architecture development, followed by the development and implementation of the EMIS applications/modules. Once the EMIS software applications/modules are in place, the training of the MoES/EMIS staff will be implemented, starting with general data training and data collection and finishing with data analysis and dissemination.

### *Sustainability*

5.98 The EMIS component along with necessary soft and hardware, will provide two servers one for MoES (Dushanbe) and one for Khatlon. In order to support the connection with all districts and regions of the country, it will also provide all districts and regions with data base software, as well as desktop, UPS and printer for connection to the central system. At least one trainee from each district and region will attend the training courses under the project. This will support a sector level capacity building to ensure sustainability of the project. The pilot phase of the EMIS component will be implemented in all schools of two districts in the project area (construction area).'

5.99 The EMIS software applications (Data Collection, Data Management, Data Reporting, Data Analysis) and validation protocols will be in place at the end of the project, ready to be used in all districts, for all schools. However, the project will also support expansion and scaling-up of the EMIS system through training of trainers. Continuous capacity building and training of EMIS staff at all levels of the educational system is critical for sustainability. The training of the remaining staff will be carried out by the EMIS Unit of the MoES. Scaling-up implies multiple aspects: organizational (an EMIS unit in MoES can become a training unit for EMIS expansion), financial (funds for training, for EMIS unit), and institutional: MoES commitment to expand EMIS. There are two assumptions in the EMIS approach: (1) financing follow-up for EMIS scaling-up and expansion (2) other donors will be involved and will contribute to the EMIS expansion. This will be addressed in the new ESP 2030.

5.100 Furthermore, the project will contribute to the sustainability of the EMIS component through both "hard" measures (technical, infrastructure, etc.) and "soft" measures (increasing awareness and responsibility, capacity building, training, etc.). The EMIS strengthening should produce a change in culture leading to more cooperation and institutional involvement.

5.101 The "hard" features to ensure sustainability are: a user friendly EMIS (intuitive and easy to use at all levels), a technically robust EMIS (customized, reliable and easy to maintain), a technically flexible and adaptive EMIS (able to incorporate future data demands) and an updated and performing IT infrastructure.

5.102 The "soft" features for securing sustainability are: a well-trained core of professionals in charge with EMIS (through extended, extensive and continuing training at all levels), clear and assumed procedures for operating EMIS, establishment of a data

driven culture at all educational levels, an efficient use of data for decision making processes (based on timely and accurate data), data dissemination (data, reports, dashboards/ datasheets, and feedback of the data to the local levels), establishment of a knowledge database (a means to share resources and lessons learned), and strong stakeholder involvement (by encouraging coordination and cooperation between stakeholders).

#### *Past Lessons Learned and Reflected in Project Design*

5.103 . Lessons that are reflected in project design are:

- The hardware/software component of EMIS is not sufficient for ensuring an optimal, continuous, policy-oriented, and sustainable system; Its usefulness needs to be understood by a broad variety of actors and stakeholders.
- A strong acceptance and involvement of the public officials at central and district level are essential for the effectiveness and sustainability of the EMIS.
- Interest and use of EMIS by the stakeholders, including NGOs and international donors, create incentives for its upgrading and strengthening.

#### **Component 4. Support to Project Implementation**

5.104 Project implementation will be supported by a Project Management Unit (PMU), a project supervision consultant, IsDB's regular project implementation assessment supervision and assistance missions/reports, a midterm review of the project implementation and a start-up workshop for orienting the stakeholders about the project scope, implementation plans and the IsDB compliance requirements:

##### *Establishment of a Project Management Unit (PMU)*

5.105 IsDB allows the different kinds of the PMU structures and project implementation arrangements. This includes establishment and financing of the PMU structure, where the EAs are supported by the team of experts/consultants in a PMU. Various options for project management including a similar approach to the GPE's earlier operation in the country (GPE-4) were discussed with the MoES and it is the government preference to handle project implementation through a specific project management unit. MoES is insisting to use the existing PMU structure support the project implementation. In the earlier phases of the IsDB financing, such arrangement has been used and it had been found reasonably useful. However, this time, IsDB has taken a stand that all experts in the PMU will be hired based on merit and through open competition.

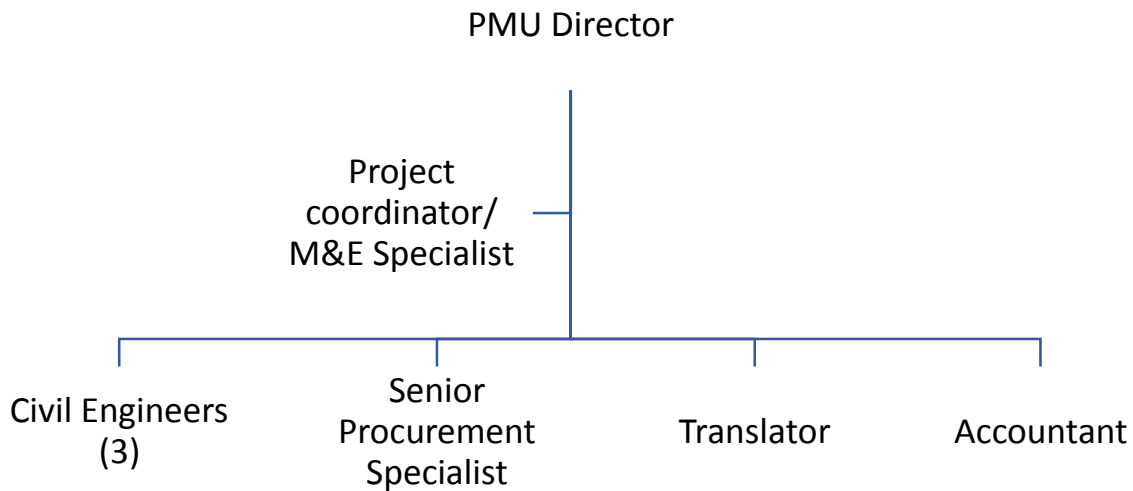
5.106 The PMU will coordinate project activities with the relevant departments and institutions of the MOES and will ensure their ownership and active involvement in the project implementation.

5.107 The existing PMU for IsDB Projects will be used to support implementation of the Project and handling of proper monitoring and management of its day-to-day activities. The PMU will be the executing arm of the Executing Agency. The PMU staff will be selected on

competitive basis as per IsDB procedures and according to the terms of references to be developed by the MoES and cleared by the IsDB. The PMU in collaboration with the relevant MoES departments will prepare the TORs of the consultants to be hired under the project. The TORs will be cleared by IsDB.

5.108 The Project will support the PMU needs for essential office equipment, furniture, and two vehicles to ensure effective monitoring of the project activities. The PMU will be jointly supervised by MoES and the IsDB. The PMU Structure will be as follows (figure 5-3):

Figure 5-3: PMU Structure



5.109 The breakdown of the PMU expenses is attached in **Annex-7**.

*Consultancy Services for detailed Design reviewing/ revising, procurement arrangements & supervision of civil works*

5.110 A consultancy firm will be hired for reviewing/revising of the detail design, reviewing of list and preparation of specifications of furniture/equipment, preparation of tender documents, supervision of bidding process for selection of contractors and contract award, project progress monitoring and supervision of civil works. The consultant will provide regular quarterly progress reports and keep the EA and IsDB abreast of the project implementation process. The consultant's scope of work will, inter-alia, include measuring, recording and reporting of the progress in achieving the key indicators. The TOR of the consultant will be drafted by the EA/PMU and cleared by IsDB.

*The project start-up workshop and training courses for the staff of the Executing Agency (EA):*

5.111 The project will cover the expenses of a start-up workshop (PSW). The PSW will be arranged for the National and Khatlon region levels stakeholders in Dushanbe. It aims at orienting the stakeholders about the project scope, implementation plans for each

component and the IsDB compliance requirements regarding project financial management, disbursements, procurement, and monitoring and evaluation.

5.112 Separate training courses will also be organized for capacity building in the relevant departments of the MoES responsible for project management, procurement and project financial management.

#### *Midterm review*

5.113 A mid-term review will also be conducted to review progress in project implementation and draw lessons. The mid-term review will be carried out at the end of the second year of the project implementation.

#### *Project financial auditing*

5.114 An independent audit firm will be selected to review and provide an opinion on all statements of expenditures for the replenishment of the Special Account, and to carry out annual financial audits of the project. The TOR of the Auditor will be prepared by the EA and cleared by the IsDB.

#### *Final Evaluation of the Project*

5.115 The IsDB Group Operations Evaluation Department carries out evaluation of the IsDB operations after completion. The Operations Evaluation Department evaluates relevance, efficiency and effectiveness of the interventions, and appraises sustainability of the development results achieved. According to the IsDBG's organization structure, the OE Department is independent from Operations complex and reports directly to the Board of Executive Directors (BED).

## Climate Change Mainstreaming and Risk Rating



Section 3 of 19

### 03

#### Project Climate Risk Ratings

Below you will find the overall climate risk level for the project together with a radar chart presenting the level of risk associated with each individual climate risk topic analysed in Aware™. Projects with a final "High risk" rating are always recommended for further more detailed climate risk analyses.

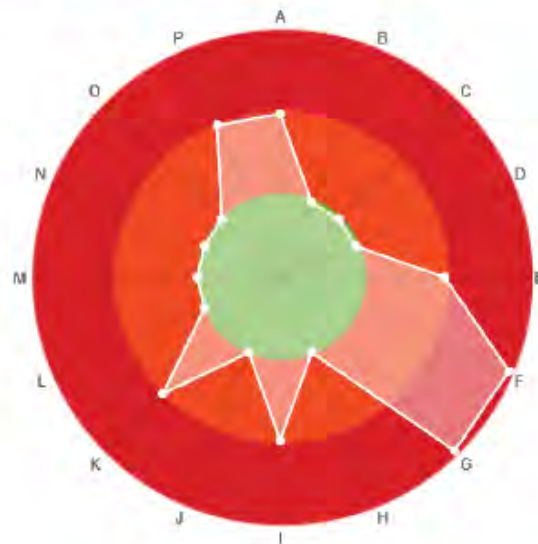
The radar chart provides an overview of which individual risks are most significant. This should be used in conjunction with the final rating to determine whether the project as a whole, or its individual components, should be assessed in further detail. The red band (outer circle) suggests a higher level of risk in relation to a risk topic. The green band (inner circle) suggests a lower level of risk in relation to a risk topic.

In the remaining sections of this report more detailed commentary is provided. Information is given on existing and possible future climate conditions and associated hazards. A number of questions are provided to help stimulate a conversation with project designers in order to determine how they would manage current and future climate change risks at the design stage. Links are provided to recent case studies, relevant data portals and other technical resources for further research.

#### Final project climate risk ratings

Medium Risk

#### Breakdown of climate risk topic ratings



- A) Temperature increase
- B) Wild fire
- C) Permafrost
- D) Sea ice
- E) Precipitation increase
- F) Flood
- G) Snow loading
- H) Landslide
- I) Precipitation decrease
- J) Water availability
- K) Wind speed increase
- L) Onshore Category 1 storms
- M) Offshore Category 1 storms
- N) Wind speed decrease
- O) Sea level rise
- P) Solar radiation change

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### Project Geological Hazard Risk Ratings

Below you will find the overall geological hazard risk level for the project together with a radar chart presenting the level of risk associated with each individual geological risk topic analysed in Aware™. Projects with a final "High risk" rating are always recommended for further more detailed geological risk analyses.

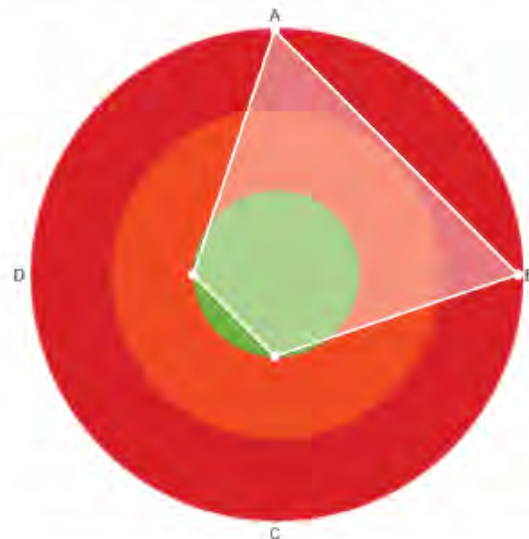
The radar chart provides an overview of which individual risks are most significant. This should be used in conjunction with the final rating to determine whether the project as a whole, or its individual components, should be assessed in further detail. The red band (outer circle) suggests a higher level of risk in relation to a risk topic. The green band (inner circle) suggests a lower level of risk in relation to a risk topic.

In the remaining sections of this report more detailed commentary is provided. Information is given on existing geological conditions and associated hazards. A number of questions are provided to help stimulate a conversation with project designers in order to determine how they would manage geological risks at the design stage. Links are provided to recent case studies, relevant data portals and other technical resources for further research.

#### Final project geological hazard risk ratings

High Risk

#### Breakdown of geological hazard risk topic ratings



- A) Earthquake
- B) Seismic landslide
- C) Tsunami
- D) Volcano

**Project Costs / Detailed Financing Plan****7.1 Tentative Project Cost Breakdown:****7.1.1 Cost breakdown of schools and education facilities (USD)**

Table-I: Schools to be funded by GPE-FP						
City/District	Num. of Sch.	Name of School	CW Cost	Eq./Fur Cost	Total	
1	Kylyab District	1	Ext. to school №49 in Tudakavsh	300000	61023	361023
2	Baljuvon District	2	School №11 in Khirob	300000	61023	361023
		3	School №24 in Samar	300000	61023	361023
3	Temurmalik District	4	School in Dahai Namak	300000	61023	361023
4	Dangara District	5	School in Shamoldara	300000	61023	361023
Total			1,500,000	305,115	1,805,115	

Table-II: Schools to be funded by GPE-VP						
City/District	Num. of Sch.	Name of School	CW Cost	Eq./Fur cost	Total	
1	Dangara District	1	School in Nurofari Kazonguzar	300000	61023	361023
2	Kushoniyon District	2	School in Umarqazog	300000	61023	361023
		3	School in SMP-540	300000	61023	361023
Total			900,000	183,069	1,083,069	

Table-III: Schools to be funded by IsDB Loan						
City/District	Num. of Sch.	Name of School	CW cost	Eq./Fur cost	Total	
1	Shamsiddin Shokhin District	1	Extension to school №7 in Darai Ob	325000	70783	395783
		2	Ext. to school №30 in Chagam	325000	70783	395783
2	Muminobod District	3	School number 5 in Sangdara	325000	70783	395783

		4	Ext. to school №7 in Tutu	325000	70783	395783
		5	Ext. to school №10 in Buston	325000	70783	395783
3	Baljuvon District	6	School №4 in Okbulok	325000	70783	395783
		7	School №5 in Solmoli	325000	70783	395783
4	Hamadoni District	8	Shool №26 in Dusti	325000	70783	395783
		9	Ext. to school №50 in Saiyod	325000	70783	395783
5	Farkhor District	10	Ext. to school №22 in Somonchi	325000	70783	395783
		11	Ext. to school №28 in Bobosafol	325000	70783	395783
		12	School №53 in Sebi Surkh	325000	70783	395783
6	Pyanj District	13	Ext. to school №6 in Vakhyo	325000	70783	395783
7	Jaihun District	14	Ext. to school №6 in Istiklol	325000	70783	395783
		15	Ext. to school №1 in village Dusti	325000	70783	395783
		16	Ext. to school №11 in Kumsangir	325000	70783	395783
8	Shahritus District	17	School No.15 in Chorshanbe	325000	70783	395783
		18	Ext. to school №14 in Sultonobod	325000	70783	395783
		19	School №47 in Boymomo	325000	70783	395783
		20	School in Kumskok	325000	70783	395783
		21	School №44 in Gulobod	325000	70783	395783
		22	School №54 in Ayvag	325000	70783	395783
		23	School №11 in Lolazor	325000	70783	395783
				<b>7,475,000</b>	<b>1,628,009</b>	<b>9,103,009</b>

Table-IV: Schools to be funded by ISFD Loan

City/District	Num. of Sch.	Name of School	CW cost	Eq./Fur cost	Total
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1	Kulyab District	1	School №36 in Choktemur	325000	70783	395783
		2	Ext. to school № 14 in Panchosiyob	325000	70783	395783
		3	Ext. to school № 28 in Ziraki	325000	70783	395783
		4	Ext. to school №21 in Korez	325000	70783	395783
		5	Ext. to school №42 in Juma Ali	325000	70783	395783
		6	School in Zarbdor	325000	70783	395783
2	Baljuvon District	7	School №18 in Bogi Zogon	325000	70783	395783
3	Temurmalik District	8	Ext. to school № 25 in Bulakdasht	325000	70783	395783
		9	Ext. on to school №15 in Falkhobod	325000	70783	395783
		10	School №39 in Tanobchii Poyon	325000	70783	395783
		11	School №10 in the Chavrok	325000	70783	395783
4	Dangara District	12	Ext. to school №73 in Dashtak	325000	70783	395783
		13	Secondary school in Khamiqara	325000	70783	395783
		14	Ext. to school №60 in Shahburi Nav	325000	70783	395783
		15	Ext. to school №11 in Bulyoni Poyon	325000	70783	395783
		16	School in Okhunbobo	325000	70783	395783
		17	Ext. to school №49 in Obi Toir	325000	70783	395783
<b>Total</b>				<b>5,525,000</b>	<b>1,203,311</b>	<b>6,728,311</b>

**Table-V: Schools to be funded by IsDB Instalment Sale financing**

City/District	Num. of Sch.	Name of School	CW cost	Eq./Fur. cost	Total	
1	Vose District	1	Ext. to school №56 in Dashti Dili	325000	70783	395783
		2	Ext. to school №47 in Afgondili	325000	70783	395783
		3	School №54 in Hulbek	325000	70783	395783
		4	School №59 in Mehrobod	325000	70783	395783

		5	School №49 in the site of Oqjar	325000	70783	395783
		6	School №11 in Tugarak	325000	70783	395783
2	Dangara District	7	School No.35 in Ostona	325000	70783	395783
		8	Ext. to school №36 in Olamafruz	325000	70783	395783
3	Dusti District	9	School No.33 in Umed	325000	70783	395783
		10	School No 6 on the Lohuti	325000	70783	395783
		11	Extension to school №14 in A. Jomi	325000	70783	395783
4	Khuroson District	12	Ext. to school № 37 in Ganchina	325000	70783	395783
		13	School №18 in Gallaobod	325000	70783	395783
		14	School in center of Khuroson	325000	70783	395783
5	Vakhsh District	15	School №74 in Mash'al	325000	70783	395783
		16	School №47 in Rohi Nav	325000	70783	395783
6	City of Dushanbe	17	School №53 Districtl. Somoni	2500000	441400	2941400
<b>Total</b>				<b>7,700,000</b>	<b>1,573,928</b>	<b>9,273,928</b>

**Table-VI: Education Facilities/schools to be funded by the Government of Tajikistan**

City/District	Num. of Sch./build	Name of School	CW cost	Eqip/Fur. Cost	Total
1 Shamsiddin Shokhin	1	Construction of the Education Department building	375000	32616	407616
2 Jaihun District	2	Construction of the Education Department building	375000	32616	407616
3 Dusti District	3	Construction of the Education Department building	375000	32616	407616
4 Shahritus district	4	Construction of the Education Department building	375000	32616	407616
5 Dangara District	5	Construction of the Education Department building	875000	32616	907616
6 City of Tursunzoda	6	Completion of school №93 in Pakhtakor	525000	200000	725000
7 Hamadoni District	7	Reconstruction of school №7 in Mekhnatobod	325000	200000	525000
District Pyanj	8	Extension to school №9 in K. Saifidinov	1600000	200000	1800000

Grand Total	4,825,000	763,080	5,588,080
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### 7.1.2.1 Roll-out of the new curriculum

Activity	Sub-activities	Output unit	Unit Num.	Unit Cost (USD)	Annual cost (USD)				Total cost (USD)
					Y1	Y2	Y3	Y4	
1. Improving classroom-based system of supporting teachers towards more learner-centered approaches	1.1. Baseline study of current classroom practice	Intl. consultant (days)	15	600	9,000				9,000.00
		Intl. consultant (DSA)	6	190	1,140				1,140.00
		Intl. consultant (travel)	1	2,000	2,000				2,000.00
		Local consultants (days)	80	120	9,600				9,600.00
		Local travel trips	16	20	320				320.00
		Local DSA (days)	32	50	1,600				1,600.00
		Training venue & catering (days)	5	100	500				500.00
		Translation (day)	25	100	2,500				2,500.00
	1.2. Support program design & development	Intl. consultant/days	127	600	76,200				76,200.00
		Intl. consultant (DSA)	36	190	6,840				6,840.00
		Intl. consultant (travel)	6	2,000	12,000				12,000.00
		Local consultant (days)	360	120	43,200				43,200.00
		Local institution staff (days)	675	40	27,000				27,000.00
		Training venue (days)	18	80	1,440				1,440.00
		Local travel (trips)	180	20	3,600				3,600.00
		Catering (person/day)	360	10	3,600				3,600.00
	Translation (day)	144	100	14,400				14,400.00	
	1.3. Support program pre-pilot	Intl. consultant (days)	6	600	3,600				3,600.00
		Local consultants (days)	56	120	6,720				6,720.00
		Local institution staff (days)	210	40	8,400				8,400.00
		Local travel (trips)	70	20	1,400				1,400.00
		Local consultant (DSA)	112	50	5,600				5,600.00
		Local staff (DSA)	420	20	8,400				8,400.00
		Materials for teachers (sets)	140	1	140				140.00
		Translation (day)	10	100	1,000				1,000.00
		Intl. consultant (days)	16	600		9,600			9,600.00

	1.4. Initial supervisor / mentor training	Intl. consultant (DSA)	12	190		2,280			2,280.00
		Intl. consultant (travel)	2	2,000		4,000			4,000.00
		Local consultants (days)	32	120		3,840			3,840.00
		Local institution staff (days)	75	40		3,000			3,000.00
		Training materials (set per raining)	20	10		200			200.00
		Training venue (days)	5	300		1,500			1,500.00
		Catering (person/day)	100	10		1,000			1,000.00
		Translation (day)	30	100		3,000			3,000.00
	1.5. Support program pilot	Intl. consultant (days)	76	600		22,800	22,800		45,600.00
		Local consultants (days)	304	120		18,240	18,240		36,480.00
		Local institution staff (days)	570	40		11,400	11,400		22,800.00
		Local staff (DSA)	2280	20		22800	22800		45600
		Materials for teachers (sets)	2850	1		1,425	1,425		2,850.00
		Local travel (trips)	380	20		3,800	3,800		7,600.00
		Local consultant (DSA)	760	50		19,000	19,000		38,000.00
		Videos of experience (number)	24	500		6,000	6,000		12,000.00
		Study tour (cost per person)	20	3,000		30,000	30,000		60,000.00
		Visual materials (Items)	3200	5		8,000	8,000		16,000.00
		Translation (day)	114	100		5,700	5,700		11,400.00
		1.6. Experience exchange workshops	International consultant (days)	18	600		3,600	7,200	
	International consultant (DSA)		18	190		1,140	2,280		3,420.00
	International consultant (travel)		6	2,000		4,000	8,000		12,000.00
	Local consultants (days)		36	120		1,440	2,880		4,320.00
	Local institution staff (days)		540	40		7,200	14,400		21,600.00
	Local participants accom. (nights)		570	30		5,700	11,400		17,100.00
	Local travel (trips)		285	20		1,900	3,800		5,700.00
	Training materials (set per training)		285	7		665	1,330		1,995.00
	Training venue		6	300		600	1,200		1,800.00
	Catering (person/day)		570	15		2,850	5,700		8,550.00
	Translation (day)		30	100		1,000	2,000		3,000.00
1.7. Series of supervisor /	Intl. consultant (days)	30	600		6,000	12,000		18,000.00	
	Intl. consultant (DSA)	18	190		1,140	2,280		3,420.00	

	mentor training events	Intl. consultant (travel)	6	-		-	-		-
		Local consultants (days)	60	120		2,400	4,800		7,200.00
		Local institution staff (days)	360	40		4,800	9,600		14,400.00
		Local participants accom. (nights)	264	30		2,640	5,280		7,920.00
		Local travel (trips)	120	-		-	-		-
		Training materials (set per training)	300	7		700	1,400		2,100.00
		Training venue	18	300		1,800	3,600		5,400.00
		Catering (person/day)	300	15		1,500	3,000		4,500.00
		Translation (day)	40	100		1,333	2,667		4,000.00
	1.8. Series of teacher training events	Local consultants (days)	160	120		6,400	12,800		19,200.00
		Local travel (trips)	216	20		1,440	2,880		4,320.00
		Local DSA (days)	648	50		10,800	21,600		32,400.00
		Local institution staff (days)	360	40		4,800	9,600		14,400.00
		Training materials (per training)	3600	10		12,000	24,000		36,000.00
		Catering (person/day)	3600	8		9,600	19,200		28,800.00
	1.9. Midterm study	International consultant (days)	5	600		1,000	2,000		3,000.00
		Local consultants (days)	80	120		3,200	6,400		9,600.00
		Local travel (trips)	16	20		107	213		320.00
		Local DSA (days)	32	50		533	1,067		1,600.00
		Translation (day)	10	100		333	667		1,000.00
	1.10. End term study	International consultant (days)	5	600			1,000	2,000	3,000.00
		Local consultants (days)	80	120			3,200	6,400	9,600.00
		Local travel (trips)	16	20			107	213	320.00
		Local DSA (days)	32	50			533	1,067	1,600.00
		Translation (day)	10	100			333	667	1,000.00
	1.11. Final conference	International consultant (days)	8	600				4,800	4,800.00
		International consultant (DSA)	2	190				380	380.00
International consultant (travel)		2	2,000				4,000	4,000.00	
Local consultants (days)		16	120				1,920	1,920.00	
Local institution staff (days)		40	40				1,600	1,600.00	
Local travel (trips)		200	20				4,000	4,000.00	

		Conference materials	300	10				3,000	3,000.00	
		Conference venue	1	500				500	500.00	
		Equipment for interpretation	7	200				1,400	1,400.00	
		Catering	300	15				4,500	4,500.00	
		Translation	6	720				4,320	4,320.00	
		Technical support, monitoring & supervision				18,615	18,615	18,615	18,615	74,460.40
2. Recommendation of revisions in subjects standards to make them more in line with the competency-based approach	2.1. Review of language standards for selected languages/grades, & recommendations for improvement	International consultant (days)	135	600				81,000	81,000.00	
		International consultant (DSA)	12	190				2,280	2,280.00	
		International consultant (travel)	2	2,000				4,000	4,000.00	
		Local consultants (days)	150	120				18,000	18,000.00	
		Translation	40	100				4,000	4,000.00	
	2.2. Review of the current maths standards for the selected grades, and recommendations for their improvement	International consultant (days)	35	600				21,000	21,000.00	
		International consultant (DSA)	6	190				1,140	1,140.00	
		International consultant (travel)	6	2,000				12,000	12,000.00	
		Local consultants (days)	50	120				6,000	6,000.00	
		Translation	20	100				2,000	2,000.00	
		Technical supervision						12,114	12,113.60	
3. Teacher training course for future teachers through integrating it	3.1. Review of the current course for methodologists and deputy heads	International consultant (days)	10	600			6,000		6,000.00	
		International consultant (DSA)	6	190			1,140		1,140.00	
		International consultant (travel)	1	2,000			2,000		2,000.00	
		Local consultants (days)	15	120			1,800		1,800.00	
		Local travel (trips)	2	20			40		40.00	
		Local DSA (days)	4	50			200		200.00	
		Translation (day)	10	100			1,000		1,000.00	

with pedagogy mastery course and increase the efficacy of in-service training for deputy heads & methodologists through the development of their competencies for teacher supportive supervision	3.2. Development of a new, blended course together with the RTTI team	Intl. consultant (days)	21	600			12,600		12,600.00
		International consultant (DSA)	12	190			2,280		2,280.00
		International consultant (travel)	2	2,000			4,000		4,000.00
		Local consultants (days)	90	120			10,800		10,800.00
		Local institution staff (days)	144	40			5,760		5,760.00
		Training venue & catering	6	100			600		600.00
		Local travel (trips)	48	20			960		960.00
		Local DSA (days)	48	50			2,400		2,400.00
		Translation (day)	30	100			3,000		3,000.00
	3.3. Blended course implementation and observation	International consultant (days)	10	600			3,000	3,000	6,000.00
		Local consultants (days)	72	120			4,320	4,320	8,640.00
		Local institution staff (days)	216	40			4,320	4,320	8,640.00
		Training materials (per training)	180	10			900	900	1,800.00
		Videos (number)	3	500			750	750	1,500.00
		Local travel (trips)	6	20			60	60	120.00
		Local DSA (days)	30	50			750	750	1,500.00
		Translation (day)	20	100			1,000	1,000	2,000.00
	3.4. Blended course finalisation	International consultant (days)	5	600				3,000	3,000.00
		Local consultants (days)	15	120				1,800	1,800.00
		Local institution staff (days)	24	40				960	960.00
		Materials for participants (sets)	1,500	3				4,500	4,500.00
		Translation (days)	10	100				1,000	1,000.00
	3.5. Training of RTTI staff	International consultant (days)	5	600					3,000.00
		Local consultants (days)	45	120					5,400.00
		Local institution staff (days)	120	40					4,800.00
		Local travel (trips)	6	20					120.00
		Local DSA (days)	30	50					1,500.00
		Training materials (per training)	75	10					750.00
		Training venue (day)	3	80					240.00
		Catering (person per day)	75	10					750.00
Technical support, monitoring & supervision							4,504	4,504	9,008.00

4. Model for school practice for future teachers through integrating it with Pedagogical Mastery course and competency- based curriculum	4.1. Conference for pedagogical universities	International consultant (days)	8	600		4,800		4,800.00
		International consultant (DSA)	10	190		1,900		1,900.00
		International consultant (travel)		2,000		4,000		4,000.00
		Local consultants (days)	12	120		1,440		1,440.00
		Local travel (trips)	100	20		2,000		2,000.00
		Conference materials	150	10		1,500		1,500.00
		Training venue (day)	1	500		500		500.00
		Catering (person per day)	150	15		2,250		2,250.00
		Equipment for interpretation	7	150		1,050		1,050.00
		Translation (days)	8	720		5,760		5,760.00
	4.2. Baseline study of current student practice and Pedagogical Mastery course delivery.	International consultant (days)	30	600		18,000		18,000.00
		International consultant (DSA)	24	190		4,560		4,560.00
		International consultant (travel)	2	2,000		4,000		4,000.00
		Local consultants (days)	45	120		5,400		5,400.00
		Local travel (trips)	9	20		180		180.00
		Local DSA (days)	27	50		1,350		1,350.00
		Training venue & catering (day)	5	100		500		500.00
		Translation (days)	25	100		2,500		2,500.00
	4.3. Workshop for current trainers of Pedagogical Mastery course	International consultant (days)	10	600		6,000		6,000.00
		International consultant (DSA)	12	190		2,280		2,280.00
		International consultant (travel)	2	2,000		4,000		4,000.00
		Local consultants (days)	24	120		2,880		2,880.00
		Local institution staff (days)	150	40		6,000		6,000.00
		Training materials (per training)	30	7		210		210.00
		Training venue (day)	5	80		400		400.00
		Local travel (trips)	30	20		600		600.00
		Local DSA (days)	150	50		7,500		7,500.00
		Catering (day per person)	150	10		1,500		1,500.00
		Translation (day)	40	100		4,000		4,000.00
	4.4 Action research project development	International consultant (days)	5	600		3,000		3,000.00
		Local consultants (days)	9	120		1,080		1,080.00
		Translation (day)	5	100		500		500.00



	4.5 A series of training events for staff responsible for student practice	International consultant (days)	32	600		12,800	6,400		19,200.00
		International consultant (DSA)	36	190		4,560	2,280		6,840.00
		International consultant (travel)	6	2,000		8,000	4,000		12,000.00
		Local consultants (days)	72	120		5,760	2,880		8,640.00
		Local institution staff (days)	450	40		12,000	6,000		18,000.00
		Training materials (per training)	105	7		490	245		735.00
		Training venue (day)	15	80		800	400		1,200.00
		Local travel (trips)	105	20		1,400	700		2,100.00
		Local DSA (days)	105	50		3,500	1,750		5,250.00
		Catering (day per person)	525	10		3,500	1,750		5,250.00
		Translation (day)	80	100		5,333	2,667		8,000.00
		4.6 Development of an annex to Pedagogical Mastery Course dealing with student school practice	International consultant (days)	72	600		43,200		
	International consultant (DSA)		24	190		4,560			4,560.00
	International consultant (travel)		4	2,000		8,000			8,000.00
	Local consultants (days)		180	120		21,600			21,600.00
	Local institution staff (days)		1,620	40		64,800			64,800.00
	Local travel (trips)		60	20		1,200			1,200.00
	Local DSA (days)		60	50		3,000			3,000.00
	Training venue & catering (days)		120	100		12,000			12,000.00
	Translation (days)		48	100		4,800			4,800.00
	4.7 Mentor training	International consultant (days)	16	600		9,600			9,600.00
		International consultant (DSA)	12	190		2,280			2,280.00
		International consultant (travel)	2	2000		4,000			4,000.00
		Local consultants (days)	24	120		2,880			2,880.00
		Local institution staff (days)	120	40		4,800			4,800.00
		Training materials (per training)	30	10		300			300.00
		Training venue (day)	5	300		1,500			1,500.00
		Local travel (trips)	27	20		540			540.00
		Local participant accom. (nights)	135	30		4,050			4,050.00
		Catering (person per day)	135	15		2,025			2,025.00

	Translation (days)	20	100		2,000			2,000.00
4.8 School practice observation & support	International consultant (days)	80	600			32,000	16,000	48,000.00
	Local consultants (days)	240	120			19,200	9,600	28,800.00
	Local institution staff (days)	960	40			25,600	12,800	38,400.00
	Materials printing (set)	6000	2			8,000	4,000	12,000.00
	Videos of experience (number)	9	500			3,000	1,500	4,500.00
	Study tour (persons)	30	3000			60,000	30,000	90,000.00
	Local travel (trips)	30	20			400	200	600.00
	Local DSA (days)	90	50			3,000	1,500	4,500.00
	Visual materials (number)	360	10			2,400	1,200	3,600.00
	Translation (days)	120	100			8,000	4,000	12,000.00
4.9 Action research & mentoring during the delivery of Pedagogical Mastery course	International consultant (days)	80	600			32,000	16,000	48,000.00
	Local consultants (days)	240	120			19,200	9,600	28,800.00
	Local institution staff (days)	960	40			25,600	12,800	38,400.00
	Materials printing (set)	1200	5			4,000	2,000	6,000.00
	Videos of experience (number)	9	500			3,000	1,500	4,500.00
	Local travel (trips)	30	20			400	200	600.00
	Local DSA (days)	90	50			3,000	1,500	4,500.00
	Translation (days)	120	100			8,000	4,000	12,000.00
4.10 End-line study of student practice & Pedagogical Mastery course delivery.	International consultant (days)	5	600				3,000	3,000.00
	Local consultants (days)	60	120				7,200	7,200.00
	Local travel (trips)	12	20				240	240.00
	Local DSA (days)	36	50				1,800	1,800.00
	Translation (days)	10	100				1,000	1,000.00
4.11 Final conference	International consultant (days)	8	600				4,800	4,800.00
	International consultant (DSA)	2	190				380	380.00
	International consultant (travel)	2	2000				4,000	4,000.00
	Local consultants (days)	6	120				720	720.00

		Local institution staff (days)	50	40				2,000	2,000.00
		Local travel (trips)	200	20				4,000	4,000.00
		Conference materials	300	10				3,000	3,000.00
		Conference venue	1	500				500	500.00
		Equipment for interpretation	7	200				1,400	1,400.00
		Catering	300	15				4,500	4,500.00
		Translation	20	720				14,400	14,400.00
		Technical support, monitoring & supervision					21,977	21,977	21,977
									65,930.40
5. Upgrading E-library of well-organized digital version of all support materials developed in Tajikistan over the past 10 years	5.1. Baseline study (inventory of materials and recommendations for local partnership)	International consultant (days)	15	600	9000				9,000.00
		International consultant (DSA)	6	190	1140				1,140.00
		International consultant (travel)	1	2000	2000				2,000.00
		Local consultants (days)	20	120	2400				2,400.00
		Local travel (trips)	2	20	40				40.00
		Local DSA (days)	3	50	150				150.00
		Translation (days)	10	100	1000				1,000.00
	5.2. E-library design	Local sub-contractor (days)	60	100	6000				6,000.00
		Translation (days)	20	100	2000				2,000.00
	5.3. Inventory of available materials to be included in the e-library	International consultant (days)	3	600	1800				1,800.00
		Local consultants (days)	20	120	2400				2,400.00
		Translation (days)	20	100	2000				2,000.00
	5.4. Prep for digital publish	Local sub-contractor (days)	50	100	5000				5,000.00
		Local consultants (days)	6	120	720				720.00
5.5. E-library pilot	Information campaign	1	1000	1000				1,000.00	
	Local consultants (days)	10	120	1200				1,200.00	
		International consultant (days)	3	600	1800				1,800.00

	5.6. E-library finalisation	Local consultants (days)	10	120	1200			1,200.00
		Dissemination materials (Item)	2000	2	4000			4,000.00
		Translation (days)	6	100	600			600.00
	5.7. Training of RTTis and DEDs	International consultant (days)	10	600	6000			6,000.00
		Local consultants (days)	25	120	3000			3,000.00
		Training manual (item)	5000	2	10000			10,000.00
		Local travel consultant(trips)	3	20	60			60.00
		Local DSA (days)	15	50	750			750.00
		Local travel participants (trips)	240	5	1200			1,200.00
		Training materials (set)	300	1	300			300.00
		Catering (day per person)	300	10	3000			3,000.00
		Translation (day)	6	100	600			600.00
	Technical support, monitoring & supervision				5,628.80			5,628.80
	6. Developing and printing a modern set of language learning-teaching materials	6.1. Review of the currently used textbooks and guides for the selected languages and grades	International consultant (days)	25	600	15000		
International consultant (DSA)			12	190	2280			2,280.00
International consultant (travel)			2	2000	4000			4,000.00
Local consultants (days)			40	120	4800			4,800.00
Translation (days)			48	100	4800			4,800.00
6.2. Kick off workshop for key stakeholders		International consultant (days)	8	600	4800			4,800.00
		International consultant (DSA)	10	190	1900			1,900.00
		International consultant (travel)	2	2000	4000			4,000.00
		Local consultants (days)	16	120	1920			1,920.00
		Local participants travel (trips)	100	20	2000			2,000.00
		Conference materials (sets)	100	5	500			500.00
		Training venue (days)	1	500	500			500.00

		Catering (person per day)	100	10	1000			1,000.00
		Translation (day)	8	100	800			800.00
	6.3. Baseline study of current practice	International consultant (days)	25	600	15000			15,000.00
		International consultant (DSA)	12	190	2280			2,280.00
		International consultant (travel)	2	2000	4000			4,000.00
		Local consultants (days)	80	120	9600			9,600.00
		Local travel (trips)	12	20	240			240.00
		Local DSA (days)	36	50	1800			1,800.00
		Training venue & catering (days)	5	100	500			500.00
		Translation (days)	25	100	2500			2,500.00
		6.4. Textbook development	International consultant (days)	156	600	46800	46,800	
	International consultant (DSA)		36	190	3420	3,420		6,840.00
	International consultant (travel)		6	2000	6000	6,000		12,000.00
	Local consultants (days)		400	120	24000	24,000		48,000.00
	Local institution staff (days)		2000	40	40000	40,000		80,000.00
	Training venue & catering (day)		20	200	2000	2,000		4,000.00
	Translation (day)		100	100	5000	5,000		10,000.00
	6.5. Textbook pre-pilot	International consultant (days)	14	600	4200	4,200		8,400.00
		Local consultants (days)	56	120	3360	3,360		6,720.00
		Local institution staff (days)	350	40	7000	7,000		14,000.00
		Materials for teachers (sets)	280	2	280	280		560.00
		Translation (days)	10	100	500	500		1,000.00
	6.6. A series of workshops for the team of writers	International consultant (days)	36	600	14400	7,200		21,600.00
		International consultant (DSA)	24	190	3040	1,520		4,560.00
		International consultant (travel)	6	2000	8000	4,000		12,000.00
		Local consultants (days)	24	120	1920	960		2,880.00
		Local institution staff (days)	150	40	4000	2,000		6,000.00
		Local participant accom. (nights)	180	30	3600	1,800		5,400.00
		Local travel (trips)	90	20	1200	600		1,800.00
		Training materials (per training)	90	7	420	210		630.00
		Training venue	6	80	320	160		480.00

		Catering	180	15	1800	900			2,700.00
		Translation	40	100	2666.7	1,333			4,000.00
	6.7. A series of teacher training events	International consultant (days)	24	600		4,800	4,800	4,800	14,400.00
		Local consultants (days)	120	120		4,800	4,800	4,800	14,400.00
		Local institution staff (days)	750	40		10,000	10,000	10,000	30,000.00
		Local travel (trips)	300	20		2,000	2,000	2,000	6,000.00
		Training venue (day)	30	80		800	800	800	2,400.00
		Catering (person per day)	900	10		3,000	3,000	3,000	9,000.00
		6.8. Textbook pilot in selected schools	Local consultants (days)	80	120		9,600		
	Local travel (trips)		20	20		400			400.00
	Local DSA (days)		60	50		3,000			3,000.00
	Training materials (sets)		3000	7		21,000			21,000.00
	Catering (person per day)		3000	10		30,000			30,000.00
	6.9. Materials pilot in selected schools	International consultant (days)	36	600		10,800	10,800		21,600.00
		Local consultants (days)	135	120		8,100	8,100		16,200.00
		Local institution staff (days)	360	40		7,200	7,200		14,400.00
		Training materials (set)	100	7		350	350		700.00
		Videos of experience (number)	32	500		8,000	8,000		16,000.00
		Study tour (person)	30	3000		45,000	45,000		90,000.00
		Visual material (item)	4000	10		20,000	20,000		40,000.00
		Translation (day)	120	100		6,000	6,000		12,000.00
	6.10. End line study	International consultant (days)	30	600			18,000		18,000.00
		International consultant (DSA)	12	190			2,280		2,280.00
		International consultant (travel)	2	2000			4,000		4,000.00
		Local consultants (days)	80	120			9,600		9,600.00
		Local travel (trips)	12	20			240		240.00
		Local DSA (days)	36	50			1,800		1,800.00
		Small training venue & catering	5	100			500		500.00

	6.11. Materials finalization	Translation (days)	25	100			2,500		2,500.00
		International consultant (days)	80	600			48,000		48,000.00
		Local consultants (days)	240	120			28,800		28,800.00
		Local institution staff (days)	250	40			10,000		10,000.00
		Translation (days)	40	100			4,000		4,000.00
	6.12. Final conference	International consultant (days)	8	600			4,800		4,800.00
		International consultant (DSA)	4	190			760		760.00
		International consultant (travel)	2	2000			4,000		4,000.00
		Local consultants (days)	8	120			960		960.00
		Local institution staff (days)	25	40			1,000		1,000.00
		Local travel (trips)	200	20			4,000		4,000.00
		Conference materials	300	10			3,000		3,000.00
		Conference venue	1	500			500		500.00
		Catering	300	15			4,500		4,500.00
		Equipment for interpretation	200	7			1,400		1,400.00
Translation	20	720			14,400		14,400.00		
6.13. textbook printing	Printing (item)	960000	2				1920000	1,920,000	
Technical support, monitoring & supervision					19,031	19,031	19,031	19,031	76,122
7. A blended In-service course on Inclusive education Improve skills of teachers for dealing with special needs children in	7.1. Baseline study on dealing with special needs children in the classroom	International consultant (days)	25	600	15000				15,000.00
		International consultant (DSA)	6	190	1140				1,140.00
		International consultant (travel)	1	2000	2000				2,000.00
		Local consultants (days)	60	120	7200				7,200.00
		Local travel (trips)	12	20	240				240.00
		Local DSA (days)	12	50	600				600.00
		Training venue & catering	5	80	400				400.00
		Translation (days)	25	100	2500				2,500.00
	7.2. Course development	International consultant (days)	28	600		16,800			16,800.00
		International consultant (DSA)	18	190		3,420			3,420.00
		International consultant (travel)	3	2000		6,000			6,000.00
		Local consultants (days)	135	120		16,200			16,200.00
		Local institution staff (days)	216	40		8,640			8,640.00
Training venue & catering	9	100		900			900.00		

the classroom		Local travel (trips)	72	20		1,440			1,440.00	
		Local DSA (days)	72	50		3,600			3,600.00	
		Translation (days)	35	100		3,500			3,500.00	
	7.3. Pilot course		International consultant (days)	9	600		1,350	4,050		5,400.00
			Local consultants (days)	60	120		1,800	5,400		7,200.00
			Local institution staff (days)	36	40		360	1,080		1,440.00
			Training materials (sets)	100	7		175	525		700.00
			Videos of experience (number)	3	500		375	1,125		1,500.00
			Local travel (trips)	15	20		75	225		300.00
			Local DSA (days)	30	50		375	1,125		1,500.00
			Translation (days)	20	100		500	1,500		2,000.00
		7.4. Course finalization		International consultant (days)	5	600			3,000	
			Local consultants (days)	24	120			2,880		2,880.00
			Local institution staff (days)	24	40			960		960.00
			Training materials (sets)	1500	3			4,500		4,500.00
			Translation	10	100			1,000		1,000.00
	7.5. Staff training in other RTTIs		International consultant (days)	5	600			3,000		3,000.00
			Local consultants (days)	45	120			5,400		5,400.00
			Local institution staff (days)	60	40			2,400		2,400.00
			Local travel (trips)	3	20			60		60.00
			Local DSA (days)	27	50			1,350		1,350.00
			Training materials (sets)	75	7			525		525.00
			Training venue (day)	3	80			240		240.00
			Catering (person per day)	75	8			600		600.00
		Technical support, monitoring & supervision								10,842.80
							TOTAL, Curriculum =		5,350,436.4	

### 7.1.2.2 Assessment

Action research in Formative assessment						
Costed items	Cost	Units	Instances	Total		Notes



Intl consultant fee	\$600.00	12	5	\$36,000	(12 weeks)	1 International consultant support 6 SPU teachers in designing and conduction research.
Local consultant fee	\$120.00	10	4	\$4,800	(20 Ms, 4 days per month, 2 consultant)	2 Local researchers with research background supports SPU teachers in research
SPU Teacher	\$2,000.00	6	0	\$12,000	(6 SPU teachers)	6 SPU develop, conduct and disseminate research
Materials printing	\$100.00	6	0	\$600	6 researches	
Local travel	\$20.00	3	10	\$600.00	3 consult. X 10 trips	
Local DSA	\$50.00	9	10	\$4,500	3 consultants X 10 trips X 3 days each	
translation	\$100.00	6	10	\$6,000	6 people, 3 days per month, 10 months	
<i>Sub-total</i>				<b>\$64,500</b>		
Final conference has been budgeted under Curriculum rollout component						

Formative Assessment Package for Grades 5-9							
Costed items				Cost	Units	Total	Notes
Intl consultant fee				\$600	18	\$10,800.00	(12 weeks)
Intl consultant Travel DSA				\$5,000		\$5,000.00	1 Intl. consultant support development of strategies specific to Maths & Language, based on progress by READ project.
Local consultant fee				\$120	10	\$1,200.00	
Development of lesson plans workshop integrating FA				\$2,000	6	\$12,000.00	
Materials printing				\$100	6	\$600.00	
translation				\$100	10	\$1,000.00	
<i>Sub-total</i>						<b>\$30,600.00</b>	
End of Grade Examination Tools Development							
	Costed items	Cost	Units	Instances	Total		Notes
Developing Guidelines	Intl consultant fee	\$600.00	20	1	\$12,000.00	(20 days)	1 Intl consultant support RTTI in developing
	Intl consultant travel	\$2,000.00	1	2	\$2,000.00		

	Local consultant fee	\$120.00	30	2	\$3,600.00	30 days, 2 consultants	Guidelines for end of grade examination
	Materials printing	\$100.00	6	0	\$600.00		2 Local specialists supports RTTI in designing question paper
	Local travel	\$20.00	1	10	\$200.00	1 consultant X 10 trips	
	Local DSA	\$50.00	3	10	\$1,500.00	3 days each	1 consultant X 10 trips X 3 days each
	translation	\$100.00	4	3	\$1,200.00		
	<i>Sub-total</i>				<b>\$21,100.00</b>		
<b>Workshop</b>	Intl consultant fee	\$600.00	5	2	\$6,000.00	1 consultant	Workshop with RTTI for Item writing
	Intl consultant DSA	\$190.00	5	2	\$1,900.00		
	Local consultant	\$120.00	8	1	\$960.00	1 consultant	
	Staff from RTTI	\$40.00	30	5	\$6,000.00		
	Training materials	\$7.00	30	1	\$210.00		
	Training venue	\$80.00	5	1	\$400.00		
	Local travel	\$20.00	30	1	\$600.00		
	Local DSA	\$50.00	30	5	\$7,500.00		
	Catering	\$10.00	30	5	\$1,500.00		
	translation	\$100.00	20	2	\$4,000.00		
	<i>Sub-total</i>				<b>\$29,070.00</b>		
	<b>Total</b>				<b>\$50,170.00</b>		

**Integration of formative assessment in SPU**

	Costed items	Cost	Units	Instances	Total
Development of new course on FA for Lower Secondary Grade	International consultant fee	\$600.00	48	1	\$28,800.00
	International consultant DSA	\$190.00	6	2	\$2,280.00
	International consultant travel	\$2,000.00	1	2	\$4,000.00
	Local consultant fee	\$120.00	90	1	\$10,800.00
	Staff from local institutions	\$40.00	24	6	\$5,760.00
	Training venue & catering	\$100.00	1	6	\$600.00

	Local travel	\$20.00	8	6	\$960.00
	Local DSA	\$50.00	8	6	\$2,400.00
	Translation	\$100.00	30	1	\$3,000.00
<b>Sub-total</b>					<b>\$58,600.00</b>
Course implementation & observation	International consultant fee	\$600.00	10	1	\$6,000.00
	Local consultant fee	\$120.00	12	6	\$8,640.00
	Staff from local institutions	\$40.00	36	6	\$8,640.00
	Training materials	\$10.00	180	1	\$1,800.00
	Local travel	\$20.00	3	2	\$120.00
	Local DSA	\$50.00	15	2	\$1,500.00
	Translation	\$100.00	20	1	\$2,000.00
<b>Sub-total</b>					<b>\$30,200.00</b>
Course finalization	International consultant fee	\$600.00	5	1	\$3,000.00
	Local consultant fee	\$120.00	5	3	\$1,800.00
	Staff from local institutions	\$40.00	24	1	\$960.00
	Materials for participants	\$3.00	3	500	\$4,500.00
	Translation	\$100.00	10	1	\$1,000.00
<b>Sub-total</b>					<b>\$11,260.00</b>
<b>Total</b>					<b>\$100,060.00</b>
<b>Training of Teachers and Mentors</b>					
<b>Activities</b>	<b>Unit Cost (USD)</b>	<b>Number of units</b>	<b>Total</b>		
International consultant	\$600.00	30	Given their relevance and similarity, this activity will be aligned with teacher training activities under the curriculum rollout sub-component. Therefore, its expenses will also be covered by the budget allocated to curriculum sub-component.		
Local consultant	\$120.00	40			
Training of Mentoring team	\$60.00	2200			
Mentor Post training	\$60.00	162			
Training of teacher in formative assessment	\$100.00	100			
<b>Subtotal</b>	174,520.00				
Note: Training of Mentoring team to support classroom Formative teaching, learning & assessment					

Summary of the Assessment Sub-component	Cost
1. Action research	\$64,500.00
2. Formative assessment package for grades 5-9	\$30,600.00
3. End of Grade tools	\$50,170.00
4. Integration of Formative Assessment in SPU	\$100,060.00
5. Training of Teachers and Mentors	This item will be covered under the curriculum rollout budget.
<b>Assessment total</b>	<b>\$245,330.00</b>

### 7.1.2.3 Stocktaking

Activity	Sub-activities	Cost unit	Unit Numbers	Unit Cost(US\$)	Annual cost (USD)			
					Y1	Y2	Y3	Y4
Stocktaking of CBE Activities	1.1. Stocktaking study of progress made by MoES and DPs 1.2. Developing road map for CBE approach (education approach, PBL, inter-disciplinarily, etc.)	Intl consultant (days)	21	600	12,600	-	-	-
		Intl consultant (DSA)	10	190	1,900	-	-	-
		Intl consultant (travel)	1	3800	3,800	-	-	-
		Local consultants(days)	21	120	2,520	-	-	-
		Translation (days)	35	100	3,500	-	-	-
<b>Total</b>					<b>24,320</b>			

### 7.1.3 EMIS

Activities	Cost unit	Units	Unit Cost (US\$)	Annual cost (US\$)				Total (US\$)
				Year-1	Year-2	Year-3	Year-4	
Developing/upgrading the existing EMIS (architecture design & hard/software)	Hardware/Servers (1 for MoES & 1 for Khatlon)	2	7,000	7,000	7,000			14,000
	Cooling units for the servers	2	1,000	1,000	1,000			2,000
	Hardware (Desktops) for 62 districts, 3 regions and pilot schools	90	1,500	67,500	67,500			135,000
	Printers for 2 servers & 90 desktops	92	600	27,600	27,600			55,200
	UPS for two servers and 90 desktops	92	400	18,400	18,400			36,800

	Projectors: 1 for MoES and 1 for Khatlon	2	2,000	2,000	2,000			4,000
	Software (Server)	2	3,500	3,500	3,500			7,000
	Software (Database) for the two servers and 90 desktops	92	1,000	46,000	46,000			92,000
	Communications	LS	50,000	25,000	25,000			50,000
Developing an integrated EMIS Database	EMIS Data Collection and EMIS Database - international contractor	1	100,000	50,000	50,000			100,000
Developing (DMA) & Data Reporting Application	Data Management Application (EMIS DMA) - international contractor	1	50,000	25,000	25,000			50,000
	DMA & DRA	1	50,000	25,000	25,000			50,000
Developing DAA	Data Analysis Application (DAA) - international contractor	1	200,000	100,000	100,000			200,000
Enhancing data quality by data collection mechanisms & data validations/ triangulations	Training on data management (10 trainees-10 days)	100	250	10,000	5,000	5,000	5,000	25,000
	Training on data manipulation/validation (24 trainees-15 days)	360	156	21,840	15,600	9,360	9,360	56,160
Developing dashboards	District and school dashboards/datasheets	DAA budget						
HR capacity building and training staff at MoES and	EMIS generic training/workshop (General, Data definition, Data use) (150 trainees - 5 days)	750	124	24,800	24,800	24,800	18,600	93,000
	Training on data collection (100 trainees - 5 days)	500	134	20,100	26,800	13,400	6,700	67,000

region/district/school levels	Training on data basic reporting (100 trainees - 5 days)	500	134	20,100	26,800	13,400	6,700	67,000
	Training on data analysis (100 trainees - 15 days)	1,000	134	13,400	46,900	46,900	26,800	134,000
	Training on data dissemination/communication (100 trainees-15 days)	500	134		20,100	20,100	26,800	67,000
	School Pilots (100 trainees -15 days)	1,500	129		38,700	64,500	90,300	193,500
			Total	508,240	602,700	197,460	190,260	
<b>TOTAL COST, EMIS</b>								<b>1,498,660</b>

**Summary EMIS:**

Hardware & Communications	396,000
Software & data integration	400,000
Staff Training	509,160
Pilots	193,500
<b>Total:</b>	<b>1,498,660</b>

## 7.1.4. PMU Expenses

### Project Management Unit (PMU) Budget (US\$)

No.	Description	Measure	No. of Months	Rate	Amount	Financier
<b>A. Salary of the PMU staff</b>						
1	PMU Director (Dushanbe)	month	48	\$662.5	\$31,800	IsDB
2	Project Monitoring & Evaluation (Education) Specialist (Dushanbe)	month	48	\$537.5	\$25,800	IsDB
3	Civil Engineer (Dushanbe)	month	48	\$500.0	\$24,000	IsDB
4	Two Civil Engineers (Khatlon)	month	96	\$500.0	\$48,000	IsDB
5	Chief Accountant (Dushanbe)/Master in Accounting	month	48	\$500.0	\$24,000	IsDB
6	Procurement specialist (Dushanbe)/Procurement Background & Fluent in English	month	48	\$500.0	\$24,000	IsDB
7	Translator (Dushanbe)	month	48	\$412.0	\$19,776	IsDB
<b>Total: A</b>					<b>\$197,376</b>	IsDB
<b>B. Salary of the PMU Support Staff</b>						
8	Financial controller/accountant	moth	48	412	19776	GOT
9	Drivers one in Dushanbe + one in the project field	month	96	250	24000	GOT
10	Secretary/administrator	month	48	250	12000	GOT
11	Security (2)	month	96	125	12000	GOT
12	Cleaner (1)	month	48	125	6000	GOT
<b>Sub-total</b>					<b>73,776</b>	GOT
13	Social Tax for the PMU Staff (25%)				67,788	GOT
<b>Total: B</b>					<b>141,564</b>	GOT
<b>C. Procurement of car and office equipment for PMU</b>						
1	Cost of two cars (Dushanbe & Dangara)	nos.			\$69,000	IsDB
2	Office equipment (10computers, printer, fax, copier, accounting software license and maintenance)	set			\$12,000	IsDB
3	Furniture & supply	set			\$8,000	IsDB
<b>Total: C</b>					<b>\$89,000</b>	IsDB
<b>D. PMU Operational Expenses</b>						
1	Cars utilities and maintenance		48	400	\$19,200	IsDB
2	Procurement Ads			8,000	\$8,000	
2	Communication, internet, & courier		48	297	\$14,256	IsDB

4	Travel expenses and per diem	48	125	\$6,000	IsDB
5	Stationary and Utilities	48	100	\$4,800	IsDB
6	Communal expenses	48	100	\$4,800	IsDB
7	Contingencies	48		\$15,000	IsDB
<b>Total: D</b>				<b>\$72,056</b>	
<b>Total: A+C+D At the expense of IDB loan</b>				<b>\$358,432</b>	IsDB
<b>Total: B At the expense of GOT contribution</b>				<b>141,564</b>	GOT
<b>Total: A+B+C+D IDB loan and GOT contribution</b>				<b>\$499,996</b>	IDB+GOT

## 7.2. Proposed Financing Plan:

No.	Project Components	IsDB				GPE			GoT	Total
		ISFD Loan	IsDB Loan	I. Sale	Sub-Total	Fixed Cost	Variable Cost	Sub-Total		
1	Enhanced Access to Quality Education Facilities	6.73	9.1	9.27	25.1	1.8	1.08	2.88	5.59	33.57
1.1	Civil works	5.53	7.47	7.7	20.7	1.5	0.9	2.4	4.83	27.93
1.2	Equipment/ Furniture	1.2	1.63	1.57	4.4	0.3	0.18	0.48	0.76	5.64
2	Enhancing Competency Base Education (CBE)	0	0	0	0.0	3.7	1.92	5.62	0	5.62
2.1	Learning Assessment, Curriculum rollout, & Stock-taking of CBE related activities	0	0	0	0.0	3.7	0	3.7	0	3.70
2.2	Textbook Printing	0	0	0	0.0	0	1.92	1.92	0	1.92
3	Upgrading/Modernization of EMIS	0	0	0	0.0	1.5	0	1.5	0	1.50
4	Support to Project Management	2.24	0	0	2.24	0	0	0	0.14	2.38
4.1	Consultancy services for the Project supervision	1.75	0	0	1.8	0	0	0	0	1.75
4.2	PMU Expenses	0.36	0	0	0.4	0	0	0	0.14	0.50
4.3	Start-up workshop and training of EA's staff	0.05	0	0	0.1	0	0	0	0	0.05
4.4	Audit Services	0.08	0	0	0.1	0	0	0	0	0.08
<b>Base Cost</b>		<b>8.97</b>	<b>9.1</b>	<b>9.27</b>	<b>27.34</b>	<b>7</b>	<b>3</b>	<b>10</b>	<b>5.73</b>	<b>43.07</b>
Contingencies		1.03	0.9	0.73	2.66	0	0	0	0.27	2.93
<b>Grand Total</b>		<b>10</b>	<b>10</b>	<b>10</b>	<b>30.0</b>	<b>7</b>	<b>3</b>	<b>10</b>	<b>6</b>	<b>46</b>



## ANNEX-8

### Implementation Arrangements/Progress Reporting

The detailed project implementation plan including detailed activities, outputs and immediate outcome indicators is provided in the link below:

[https://isdb-my.sharepoint.com/personal/mkahagh\\_isdb\\_org/Documents/Annex%20Implementation%20plan.xlsx?web=1](https://isdb-my.sharepoint.com/personal/mkahagh_isdb_org/Documents/Annex%20Implementation%20plan.xlsx?web=1)

The timeline of the project activities is indicated below:<sup>34</sup>

Access to Education Facilities																
Activities	Year-1				Year-2				Year-3				Year-4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Construction/ rehabilitation of selected schools																
Equipping/furnishing selected schools;																

Implementation Timeline of the assessment related sub-component																
Activities	Year-1				Year-2				Year-3				Year-4			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Blended in-service teacher training course in formative assessment																
Developing learning assessment strategies/instruments																
Training of a mentoring team to support classroom formative teaching, learning & assessment																
Developing end of the grade examination tools																
Conducting action researches																
Development of a module																

<sup>34</sup> . This timeline and the detailed project implementation plan will be reviewed/revised during the project startup workshop and by the Project Supervision Consultant for clearance by IsDB and EA.

Implementation Timeline of the curriculum related sub-component																	
Main Activity	Sub-activity	Year-1				Year-2				Year-3				Year-4			
		Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Improving Classroom-based system of supporting teachers	Baseline study of classroom practice	■															
	support program design & development		■	■	■												
	Support program pre-pilot					■											
	Initial supervisor/ mentor training					■	■	■	■	■	■	■	■	■	■		
	support program pilot						■			■		■					
	experience exchange workshops						■			■		■					
	Series of supervisor/mentor training events						■			■		■					
	Series of teacher training events									■							
	Midterm study														■		
	End term study															■	
Final conference															■		
Recommendations for revision in the subjects standards to make them more in line with the competency-based approach	Review of current standards for selected language/grades & recommendations for improvement															■	
	Review of current maths standards & recommendations for improvement															■	
Training course for DHs & methodologists for teacher supportive supervision	Review of the current course for methodologists and deputy heads									■							
	Developing a blended course with RTTI team										■	■					
	Blended course implementation and observation												■	■			
	Blended course finalization														■		
	RTTI staff Training																■
Increasing the efficiency of school practice for future teachers through integrating it with Pedagogical Mastery course and	Conference for pedagogical universities					■											
	Baseline study of current student practice and Pedagogical Mastery course delivery.						■										
	Workshop for current trainers of Pedagogical Mastery course							■									
	Action research project development								■								

competency-based curriculum	A series of training events for staff responsible for student practice									■		■		■									
	Development of an annex to Pedagogic Mastery Course on with student practice													■	■								
	Mentor training																	■					
	School practice observation & support																		■	■	■		
	Action research & mentoring during delivery of Pedagogic Mastery course																			■	■	■	
	End-line study of student practice & Pedagogical Mastery course delivery.																						■
	Final conference																						■
Establishing/developing E-library including digital versions of all support materials developed in Tajikistan over the past 10 years	Baseline study (inventory of materials and recommendations for local partnership	■																					
	E-library design	■																					
	Inventory of materials for inclusion in e-library		■																				
	Preparation for digital publishing			■																			
	E-library pilot					■																	
	E-library finalization					■																	
	Training of RTTIs and DEDs					■																	
Development and printing of a modern set of teaching-learning materials for a selected language and grade	Review of the currently used textbooks and guides for the selected languages and grades	■																					
	Kick off workshop for key stakeholders		■																				
	Baseline study of current practice		■																				
	Development of modern set of language materials for selected language and grade			■	■	■																	
	Language material pre-pilot				■	■	■	■															
	A series of workshops for the team of writers				■	■		■															
	A series of teacher training events										■												
	Textbook pilot in selected schools										■	■	■										
	Materials pilot in selected schools											■	■	■									
	End line study													■									
	Materials finalization																		■				
	Final conference																					■	

	Textbook/material printing																		
A blended in-service course on inclusive education to improving the skills of teachers when dealing with special needs children in the classroom	Baseline study on dealing with special needs children in the classroom																		
	Course development																		
	Pilot course																		
	Course finalization																		
	Staff training in other RTTIs																		

Stocktaking of CBE Related Interventions																
Activities	Year-1				Year-2				Year-3				Year-4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Stocktaking of CBE related activities by MoES/DPs																
Developing road map for CBE																

EMIS																	
Main Activities	Sub-activities	Timeline															
		Year-1				Year-2				Year-3				Year-4			
		Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Developing/upgrading the existing EMIS architecture design/hardware/software	Purchasing of Hardwares (Servers),																
	Purchasing of software(Server), software(Database) for 2 servers & 90 desktops, & communications																
	Developing/upgrading EMIS architecture																
	Developing/upgrading Data Collection Application																
	Developing/upgrading DMA) & Data Reporting App (DRA)																
Developing/upgrading Adata Analysis App (DAA)																	
Developing an integrated EMIS Database	Increasing data coverage & integ. information on HR, financial, student assessment & demography																

Taking technical/inst. measures for insuring data quality through data collection mechanisms, multiple data validations and triangulations	Training on data management																			
	Training on data manipulation/validation (24 trainees-15 days) -trainees from MoES & districts																			
Developing districts/schools dashboards and returning them to districts/schools, and selected stakeholders.	Developing district/school level dashboards/datasheets																			
	Training of staff involved																			
7. Building HR capacity and sustainability by training staff at MoES and region/district levels	EMIS generic training (General, Data definition, Data use)																			
	Training on data collection																			
	Training on data basic reporting (tables/descriptive)																			
	Training on data analysis																			
	Training on data communication																			
	School Pilots (100 trainees -15 days)																			

Support to Project Management																
Activities	Year-1				Year-2				Year-3				Year-4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Strengthening of PMU																
Start-up Workshop and Training courses for EA staff																
Project Supervision Consultancy Services																
Financial Audit of the project																

### **Procurement Arrangements**

9.1. The project components financed by IsDB and GPE (fixed part) shall be as per the procurement procedures and guidelines of IsDB for use of Works & Goods and Consultancy Services (current edition).

9.2. Based on the procurement findings and reviews that included lesson learned from past, ongoing IsDB/other MDBs projects, the capacity of the MOES/PMU, internal and local procurement process and market potential, the agreed mode of procurement for the IsDB financed components shall be as outlined in the table below.

**Table 9.1: Procurement Mode for IsDB and GPE Financed Project Components**

Project Activities	Procurement Method						
	NCB	National Shopping	Single Source Selection	Intl. Shortlist (Open)	Intl. Shortlist (MC)	National Shortlist of Firms	National Shortlist of Individuals
<b>A. Works</b>							
Civil Works	X						
<b>B. Goods</b>							
School/laboratory Furniture/Equipment	X						
Text book printing	X						
<b>C. Services</b>							
Design and Project Supervision Consultant					X		
Curriculum development and roll out, learning assessment and stocktaking study*			X				
Goods and services for EMIS				X			
Financial Auditor						X	
<b>D. PMU Support</b>							
PMU Equip./Fur./cars		X					
PMU staff							X

Notes: ICB: International Competitive Bidding, LCS: Least cost selection /national shortlist, SSS\* (proposed to be implemented by UNICEF)

#### **D. Works**

9.3. The Works procurement package shall be procured using IsDB standard bidding documents through national competitive bidding (NCB) using a post-qualification process for efficient and effective delivery of the complexed nature of the packages.

9.4. The justification for adopting NCB for the project is based on the assessment and review of the national market and the experience from the implementation of previous IsDB projects in the same education sector. The review

shows that most of the building material such as cement, brick, timber, metal and tile lime, paint, doors, windows are available locally. Based on the current capacity of PMU for the implementation of the NCB mode of procurement for 65 schools, it is strongly recommended to engage a separate procurement consultant in addition to the design review and supervision consultant to assist the PMU.

#### **E. Goods**

9.5. Procurement of school equipment/furniture and school laboratory equipment shall be through national competitive bidding process.

#### **F. Selection of Consultants**

9.6. The design review and supervision consultancy services shall be procured within the framework of the IsDB procumbent guidelines using Quality Cost-Based Selection method with shortlist of firms from IsDB member countries.

9.7. Appreciating the EA's request to expedite the design works upon request from MoES advance contracting facility has been agreed for engaging the design and supervision consultancy services. However, the MoES shall undertake such Advance Contracting at its own risk. Therefore, the REOI and draft terms of reference for the same shall be shared with IsDB as per the agreed procurement plan. Similarly, IsDB Standard Request for Proposal (RFP) and Standard Evaluation Report for Selection of Consultants will be used by the EA.

9.8. UNICEF will be involved through Single Source Selection (SSS), in handling of the soft components of the project including Formative Assessment, Efficacy of the Competency-based Curriculum Rollout, and Stock-taking of activities for effective implementation of CBE. The EA/PMU shall send the TOR and draft contract for IsDB review and clearance. All services under the UNICEF contract shall be procured using UN system and polices which are acceptable to the Bank.

9.9. The UNICEF's country office in Tajikistan has an education section supporting the development and implementation of education sector plans and programs of Tajikistan. UNICEF is the GPE's grant agent for preparation of the new Education Sector Strategy (2021-2030) and is the coordinating agency of the Local Education Group. It is in close contact with the MoES and has the capacity to ensure successful delivery of the results of the above-mentioned components. The other key justification of involving UNICEF on SSS basis is its strong IT based monitoring and delivery system, which alerts the operations department regularly on the status and issues against the agreed plan. Given overall very stringent system and human resource capacity for implementing such components makes UNICEF a preferred and strong candidate when compared with the consulting firms providing similar services.

9.10. The procurement for the EMIS consultancy services and acquisition of goods shall be based on IsDB procumbent guidelines using Quality Cost-Based Selection method with open international shortlist.

9.11. The project financial auditor will be selected from a short-list of local audit firms and the selection method will be based on the Least Cost Selection method as outlined in IsDB Guidelines for the Use of Consultants (current edition). IsDB Standard RFP and Standard Evaluation Report for Selection of Consultants will be used by the EA.

#### G. Procurement for the PMU Support:

9.12. Office furniture and vehicles for the PMU will be procured through national shopping. The choice of national shopping is justified by the fact that the both standard office furniture's and vehicles are available locally at prices below the international market and adequate in terms of efficiency and prompt delivery. Furthermore, in order to ensure wide competition, there are sufficient qualified national suppliers that have capacities to provide similar type of goods.

9.13. The MOES (PMU) will obtain prior approval of IsDB at every stage of the procurement, including the contract award and contract administration.

The procurement arrangement and breakdown of the contract packages for works, goods, and services are provided in the tables - 9.2,9.3,9.4, 9.5, 9.6, 9.7 and 9.8 below:

**Table – 9.2: Procurement Packages/Lots**

Package No. 1			
City/District	Name of School	Est. const. cost	Source of Financing
<b>Lot 1</b>			
Dangara	School in Shamoldara	300000	GPE/FP
	Extension to school №73 in Dashtak	325000	ISFD Loan
	Secondary school in Khamiqara	325000	ISFD Loan
	Extension to school №60 in Shahburi Nav	325000	ISFD Loan
	Extension to school №11 in Bulyoni Poyon	325000	ISFD Loan
	Secondary school in Okhunbobo	325000	ISFD Loan
	Extension to school №49 in Obi Toir	325000	ISFD Loan
		<b>2,250,000</b>	
<b>Lot 2</b>			
Temurmalik	Extension to school № 25 in Bulakdasht	325000	ISFD Loan
	Extension to school №15 in Falkhobod	325000	ISFD Loan
	School №39 in Tanobchii Poyon	325000	ISFD Loan
	School №10 in the Chavrok	325000	ISFD Loan
	School in Dahai Namak	300000	GPE/FP



		<b>1,600,000</b>	
<b>Lot 3</b>			
Kulyab	School №36 in Choktemur	325000	ISFD Loan
	Extension to school № 14 in Panchosiyob	325000	ISFD Loan
	Extension to school № 28 in Ziraki	325000	ISFD Loan
	Extension to school №21 in Korez	325000	ISFD Loan
	Extension to school №42 in Juma Ali	325000	ISFD Loan
	Extension to school №49 in Tudakavsh	300000	GPE/FP
	School in Zarbdor	325000	ISFD Loan
		<b>2,250,000</b>	
<b>Total Package Amount:</b>		<b>6,100,000</b>	

<b>Package No. 2</b>			
<b>City/District</b>	<b>Name of School</b>	<b>Est. const. cost</b>	<b>Source of Finance</b>
<b>Lot 1</b>			
Baljuvon	School №4 in Okbulok	325000	IsDB Loan
	School №5 in Solmoli	325000	IsDB Loan
	School №11 in Khirob	300000	GPE/FP
	School №18 in Bogi Zogon	325000	ISFD Loan
	School №24 in Samar	300000	GPE/FP
		<b>1,575,000</b>	
<b>Lot 2</b>			
Hamadoni	Shool №26 in Dusti	325000	IsDB Loan
	Extension to school №50 in Saiyod	325000	IsDB Loan
Muminobod	School number 5 in Sangdara	325000	IsDB Loan
	Extension to school №7 in Tutu	325000	IsDB Loan
	Extension to school №10 in Buston	325000	IsDB Loan
Shamsiddin Shokhin	Extension to school №7 in Darai Ob	325000	IsDB Loan
	Extension to school №30 in Chagam	325000	IsDB Loan
		<b>2275000</b>	
<b>Lot 3</b>			
Jaihun	Extension to school №6 in Istiklol	325000	IsDB Loan
	Extension to school №1 in village Dusti	325000	IsDB Loan
	Extension to school №11 in Kumsangir	325000	IsDB Loan
Farkhor	Extension to school №22 in Somonchi	325000	IsDB Loan
	Extension to school №28 in Bobosafol	325000	IsDB Loan
	School №53 in Sebi Surkh	325000	IsDB Loan
Pyanj	Extension to school №6 in Vakhyo	325000	IsDB Loan
		<b>2,275,000</b>	

<b>Lot 4</b>			
Shahritus	School No.15 in Chorshanbe	325000	IsDB Loan
	Extension to school №14 in Sultonobod	325000	IsDB Loan
	School №47 in Boymomo	325000	IsDB Loan
	School in Kumskok	325000	IsDB Loan
	School №44 in Gulobod	325000	IsDB Loan
	School №54 in Ayvag	325000	IsDB Loan
	School №11 in Lolazor	325000	IsDB Loan
		<b>2,275,000</b>	
<b>Total Package Amount:</b>		<b>8,400,000</b>	

<b>Package No. 3</b>			
<b>City/District</b>	<b>Name of School</b>	<b>Est. const. cost</b>	<b>Source of Funds</b>
<b>Lot 1</b>			
Dusti	School No.33 in Umed	325000	I. Sale
	School No 6 on the Lohuti	325000	I. Sale
	Extension to school №14 in A. Jomi	325000	I. Sale
Khuroson	Extension to school № 37 in Ganchina	325000	I. Sale
	Secondary school №18 in Gallaobod	325000	I. Sale
	School in center of Khuroson	325000	I. Sale
		<b>1,950,000</b>	
<b>Lot 2</b>			
Vakhsh	Secondary school №74 in Mash'al	325000	I. Sale
	Secondary school №47 in Rohi Nav	325000	I. Sale
Dangara	School No.35 in Ostona	325000	I. Sale
	Extension to school №36 in Olamafruz	325000	I. Sale
		<b>1,300,000</b>	
<b>Lot 3</b>			
Vose	Extension to school №56 in Dashti Dili	325000	I. Sale
	Extension to school №47 in Afgondili	325000	I. Sale
	School №54 in Hulbek	325000	I. Sale
	School №59 in Mehrobod	325000	I. Sale
	School №49 in the site of Oqjar	325000	I. Sale
	School №11 in Tugarak	325000	I. Sale
		<b>1,950,000</b>	
<b>Lot 4</b>			
Dushanbe	Secondary school №53 Districtl. Somoni	2,500,000	IsDB I. Sale
		<b>2,500,000</b>	
<b>Total Package Amount</b>		<b>7,700,000</b>	

**Table – 9.3: Procurement Packages/Lots (GPE/VP)**

Package	City/Region	Name of School	const. cost	Source of Funds	Note
4	Kushoniyon	Secondary school in Umarqazoq	300000	GPE/VP	To be handled by GOT under its guidelines.
		Secondary school in SMP-540	300000	GPE/VP	
	Dangara	School in Nurofari Kazonguzar	300000	GPE/VP	
	Total		900,000		

**Table – 9.4: Procurement Packages/Lots Goods**

Package 5 (Equip. & Fur.)	Lot No.	Item	Cost
	1	School Furniture (Table, chairs, boards, cabinets, curtain, etc.)	1,083,384
2	School Furniture (Table, chairs, boards, cabinets, curtain, etc.)	1,083,383	
3	School equipment (for office, kitchen, first-aid sets, music, sport hall/gym, domestic science, wood & metal works, etc.)	847,866	
4	School equipment (for office, kitchen, first-aid sets, music, sport hall/gym, domestic science, wood & metal works, etc.)	847,865	
5	Laboratory Equipment (lab equipment for chemistry, biology, physics and astronomy, math room, geography room, drawing/visual room, etc.)	847,865	
Total Package Amount			4,710,363

**Table – 9.5: Procurement Packages/Lots (Goods to be purchased by the GPE/VP)**

Package	Lot No.	Item	Cost	Note
6	1	Equip. & Fur.	183,069	To be handled by GOT under its guidelines.

**Table – 9.6: Procurement Packages/Lots (Services)**

Package No.	Item	Cost
7	EMIS	1,500,000
8	Learning assessment, curriculum rollout, and stock-taking of activities for effective implementation of CBE	3,700,000
9	Project supervision	1,750,000
10	Audit Services	80,000
11	PMU Staff	197,379
Total		7,227,379

**Table – 9.7: Procurement Packages/Lots (PMU Equipment)**

Package No.	item	Cost
12	PMU Equip./Cars	89,000

**Table – 9.8: Procurement of (Textbook Printing)- To funded by GPE-VP**

Package No.	item	Cost	To be handled by GOT under its guidelines.
13	Textbook Printing	1,920,000	

9.14. The main conclusions of the procurement reviews are: (i) the procurement capacity of the PMU needs to be reinforced by engaging experienced procurement specialist having exposure to MDB projects. Similarly given delays experienced in last IsDB projects, it is highly recommended to have a dedicated international

procurement consultants or a procurement resource committed under the design review and supervision consultancy services contract, to support PMU to execute the project procurement components more effectively, (ii) the regional and international market is adequate to the needs of the project, and (iii) to monitor the implementation status, it is vital that EA/PMU prepares a comprehensive procurement quarterly report indicating (a) revised cost estimates, where applicable, for each contract; (b) status of ongoing procurement, including a comparison of originally planned and actual dates of the procurement actions, preparation of bidding documents, advertising, bidding, evaluation, contract award, and completion time for each contract; and (c) updated Procurement Plans, wherever applicable for all procurement actions for closer coordination.

## **Overview of Country, Beneficiary and Marketplace**

### **a. Country Context and Governance**

9.15. In Tajikistan, the Public Procurement Law (PPL) is governed by the Law of the Republic of Tajikistan on Public Procurement of Goods, Works, and Services. The PPL was enacted on March 3, 2006. The PPL is complemented by the Public Procurement Regulation (PPR) available in the website of the Authorized Body (<http://test.zakupki.gov.tj/>), Agency for Government Procurement of Goods, Works and Services (Public Procurement Agency), that was effective on 17 January 2008. The PPR contains a detailed explanation of the PPL with relevant templates in the Annexes. The procurement law drafted by the crown agents in 2016 is yet to be approved and it is pending with Ministry of Finance for final comments.

9.16. Similarly, Ministry of Finance for implementation of the Public Finance Management Modernization Project II (Project) has received Grant and Credit resources from the World Bank and co-financed Donor (DFID), and intends to apply for the modernization of the electronic trading platform of public procurement of the Agency on Public Procurement of Goods, Works and Services under the Government of the Republic of Tajikistan. The beneficiary of this TA shall be the Agency on Public Procurement of Goods, Works and Services under the Government of the Republic of Tajikistan (PPA).

9.17. The structure of Tajikistan Public Procurement consists of the “Procuring Entity”, normally the Executing Agency, and the public procurement “Authorized Body” (Public Procurement Agency). The Authorized Body was established through Decree of the Government of the Republic of Tajikistan dated May 3, 2010 No. 228. Specific to the projects funded by international donors, including Multilateral Development Bank (MDBs), the State Committee on Investments and State Property plays a crucial role as the state authorized body on foreign aid. The procuring entity plans for the procurement, prepare the budget approval and

prepare the procurement documents. The Public Procurement Agency has various role and responsibility, among others: a) ensures mandatory compliance with the requirements of the legislation on public procurement of goods, works and services, b) the development of regulatory and legal documents, c) promotes the implementation of public procurement of goods, works and services through the provision of advisory assistance, as well as the search for potential suppliers and consumers of goods, d) provides recommendations to procuring entity on the choice and proper application of methods of public procurement of goods, works and services, and e) examine complaints on public procurement.

9.18. The brief assessment of the PPL and PPR reveals that in general the Law and Regulation are in-line with the international practices as well as the Guidelines of MDBs, except in some areas. The margin of preference (domestic preference) is higher than the typical margin of MDBs that could limit the interest of international firms to participate in public procurement in Tajikistan. The PPL constitute of the margin of 20% for goods and 10% for work when foreign suppliers participate. For works the condition is the use of domestic labour and not less than 30% of domestic materials. Furthermore, the PPL also include 10% domestic preference for consulting services with conditions of not less than 70% staff from domestic specialists. These provisions are not in compliance with IsDB Guidelines (i.e., which stipulate that the margin of preference for goods not more than 15%, for works not more than 10%). IsDB and other MDBs procurement guidelines do not have a preference for consulting services, but the participation of local experts can add points up to 10 points in the technical evaluation. The preparation time of bid submission in Tajikistan is in the low side. In Tajikistan, carrying out public procurement through open tender the bid preparation time is not less than three weeks from the announcement of tendering. In carrying out public procurement through tendering with limited participation the preparation time is not less than three weeks from the day the invitation to participate in tendering was sent. These provisions could hinder wider competition involving international bidders. As a reference, the IsDB Procurement Guidelines for International Competitive Bidding (ICB) or ICB limited to Member Countries (ICB-MC) suggest the bid preparation time between 45 days to 90 days. For consulting service, the submission time in the PPL is not less than four weeks. IsDB guidelines suggest the proposal preparation time between min 30 days depending on the complexity of the assignment.

9.19. Article 19 of the PPL regarding debarment states that a firm could be debarred if one of the following conditions are met: a) failure to meet obligations on at least one contract in the two years before tender; b) bankrupt, or c) submitting materially inaccurate or materially incomplete information. Other than bankruptcy, these conditions of debarment are not in-line with MDBs which define the sanctionable misconduct should be: a) fraudulent practice, b) corrupt practice, c)

collusive practice, d) coercive practice, and f) obstructive practice.

### **Agency for State Investment Committee (SIC)**

9.20. Under the order No. 500 issued in 2010 by the President, all procurement for capital investment shall be procured through SIC. SIC is staffed with five procurement specialists including the Chief Procurement Specialist. The average staff experience is over 8 years.

9.21. The Key function of SIC is to issue bidding documents, receive and open bids at the specified deadline. The opening of bids is attended by the ministerial committee namely Ministry of Finance, Ministry of Justice, Procurement Agency (PPA), Ministry of Economy, SIC, E/A and PMU/PIU. The quorum is that at least three committee members should be present at date of opening. Once the minutes are prepared by the SIC, the copy of the bids with original Bid securities are handed over to the respective E/A or PMU.

9.22. SIC review the bid evaluation report BER prepared by the PMUs prior to sending it to the review of the financiers.

9.23. As per SIC, under the current amendment to order no. 500, SIC has 07 days to provide their feedback or clear the BER, however there has been some delays when considering past IsDB projects.

9.24. SIC has extensive experience with opening and receiving bids however they lack knowledge of the IsDB procurement procedure and polices due to no training opportunities from IsDB.

9.25. Although some of the SIC staff have obtained training on procurement from Turin, Italy with support from WBG.

### **b. Client Capability and Assessment**

9.26. The Executing Agency has implemented four operations under the IsDB financing, four projects under GPE financing and several projects financed by other development partners. The speed of implementation is a key concern in this project, which is jointly financed by IsDB and the GPE Multiplier Fund. Therefore, the advanced procurement of the project components is proposed to expedite the implementation of the project. The Government of Tajikistan will officially request IsDB's no objection to commence advance procurement of the project.

9.27. In general, MoES (E/A) has experience in managing similar scale of projects. However, these were implemented under individual PMUs funded by different MDBs or financiers with support from international consultants.

9.28. In Tajikistan the PMU directors are assigned by the President of the country and PMU are considered an autonomous body reporting to the President on

quarterly basis. Similarly, PMU also update MOES (E/A) on regular basis on the progress.

9.29. PMU is located at the center and /site offices. The PMU will have the overall responsibility for the implementation of the Project. The IsDB PMU within the MoES will be responsible for the day-to-day administration of project activities, which comprise, inter alia: (i) financial management, including planning and budgeting, accounting, financial reporting, internal controls, funds flow and disbursement and auditing; (ii) management of environmental and social safeguards aspects; and (iii) procurement and contract management for all components. The adoption of a Project Procurement strategy and Planning will be a dated covenant for the project.

9.30. PMU is significantly weak in terms of project management and in undertaking any procurement process. To mitigate such risk its vital that (i) similar to the past Phases of the IsDB project International supervision consultant shall be engaged to support PMU with project implementation. (ii) In addition to local procurement staff its equally important to engage international individual procurement consultant to support PMU with initial phase of the project procurement or at least to dedicate a resource under design and supervision consultancy contract (iii) Due to very low incentives as per law it is very difficult to find a competent procurement staff for PMU therefore the same individual consultant TOR should include training component for the local procurement staff.

9.31. PMU has been typically managing procurement activities under previous IsDB several projects since 2004 with support from international consultants. PMU gained some exposure and experience in the IsDB procedures during the implementation of IsDB funded project and however due to frequent shuffling, change of PMU staff the capacity in terms of procurement and project management is remarkably low.

9.32. The table below illustrates the project undertaken and completed by MoES under varies categories under the management of an MoES structure where funding was provided by IsDB’s are as follows:

**Table-9.9: list of IsDB funded projects in the Education Sector of Tajikistan**

#	Name of the project	Financing	Completion
1	Reconstruction/completion of secondary schools Project, phase I	IDB loan & PRT	2004
2	Institutional/Structural Construction of Ministry of Education	IDB grant	2004
3	Reconstruction/completion of secondary schools Project, phase II	IDB loan & PRT	2012
4	Reconstruction/completion of secondary schools project, phase III	IDB loan & PRT	2017
5	Vocational literacy program for poverty reduction (VOLIP) Project	IDB & ISFD loans + PRT	2018

**c. Market Capacity Overview**

9.33. The CIS market consists of few large competent MC and international

contractors and a multitude of medium to small size contractors. Turkish, Chinese and Middle East companies generally dominate in CIS market.

9.34. There is insufficient capacity in local market due to the nature of the scope and discrete difficult geographical project location of sites. The market is adequate in terms of material and technical capacity. However, financially these local potential bidders are significantly weak. Therefore, it is quite important that the packages are planned well with mix of ICB/MC and possibly NCB for lots less than 3 million that shall be adequate for local market to meet the qualification criteria specified in the bidding documents.

9.35. WB and ADB thresholds for the NCB civil work is below US\$ 5 million and 3 million respectively while for goods its below US\$1 million, but these thresholds are not segregate based on the sector involved.

9.36. Potential suppliers "School Laboratory Equipment" regional and International markets have adequate interest in supplying such equipment's, however there are some concerns about the after sales service and maintenance and availability of parts.

9.37. Similarly, the suppliers for the School furniture and equipment the local market capacity is adequate to meet the required demands.

9.38. Overall the Performance of both local and international firms are relatively poor in terms of executing the contracts on time, this require a strong supervision and contract management from E/A.

9.39. Based on the market review for the given scale of tender packages, the regional and international market is well competitive and there are adequate number of potential bidders interested to participate in the bidding process that may yield into competitive tender prices.

#### **d. PMU Internal Bidding Process**

- Bid evaluation committee is formed including a staff from MoES.
- PMU does the advertisement and provide the bid submission address of SIC.
- PMU handles the Clarification, Pre-bid meeting
- PMU prepares the BER and submit it to SCI and then to IsDB.
- For processing any variation/change orders (VO's), the request is written to cabinet of ministers, via E/A with specific information to MOF, State Committee of Investment. Processing of VO's takes about 1-2 months.
- PMU also prepares Bidding documents and specification. However, the designs are approved by the Central Design Expert agency of the country



prior to preparation of bidding documents.

- PMU and SCI do not have a set complaint handling mechanism, they heavily rely on the PPA. The review could not assess the complaint handling process of the PPA, however, unless there is contradicting situations arises with the IsDB relevant Guidelines and Procedures in such situation the IsDB Guidelines shall prevail.

### Simplified Project Procurement Plan

#### PROCUREMENT PLAN PURPOSE

(VERSION #1 DATE: 07/09/2019)

This procurement plan summarized the detailed Procurement Plan developed by the EA/IA at the time of Project Appraisal (September 4-12, 2019)

**Table - 1: Project Information**

Country: The Republic of Tajikistan  
 Name of Beneficiary: Ministry of Education and Science of the Republic of Tajikistan  
 Project Name: Support to Implementation of the Education Development Strategy of Tajikistan  
 Project Pipeline Number: TJK-1025  
 Project Code (After Approval):  
 Date of Approval (tentative): December, 2019  
 Date of Signature (tentative): May, 2020  
 Date of Effectiveness (tentative): September 2020  
 Amount IsDB financing: US\$ 30.0 million  
 Amount of GPE financing: US\$ 10 million including FP (US\$ 7 million) and VP (US\$ 3 million)  
 Mode of Financing: OCR, IsDB/ISFD loan and GPE grant  
 Executing Agency: MoES  
 Expected date of General Procurement Notice: May 2020  
 Project Implementation Period: 4 years from Loan effectiveness (Sep. 2020 to Sep. 2024)  
 Period covered by this plan (4 Years)  
 After 12 months, PIASR to be carried out and Procurement Plan to be updated accordingly

#### PROCUREMENT PACKAGE SUMMARY

<b>Table 2: Procurement Package summary Goods and Works</b>		
Procurement Method	Number of packages	Total amount Million US\$
International Competitive Bidding limited to MC (ICB-MC)	NA	0
International Competitive Bidding (ICB)	NA	0
Limited International Bidding (LIB)	NA	0
<u>National Competitive Bidding (NCB)</u>	<u>4</u>	<u>26.9</u>
<u>National Shopping</u>	<u>1</u>	<u>0.09</u>
Direct Contracting or Single Source	NA	0
Force Account	NA	0
Community Participation	NA	0
Specialized Agencies	NA	0
Commercial Practices	NA	0

<b>Subtotal Goods and Works</b>	<b>5</b>	<b>26.99</b>
<b>Table 3 Procurement Package Summary - Consultancy Services/Technical Assistance</b>		
<b>Method of Short-listing*</b>	<b>Number of packages</b>	<b>Total amount US\$</b>
International Firms	1	1.5
Member Country Firms	1	1.75
National Firms	1	0.08
Specialized Agencies (UNICEF)	1	3.7
Individual Consultants	NA	0
PIU staffs (key staffs)	1	0.2
<b>Subtotal Consultancy Services</b>	<b>5</b>	<b>7.23</b>
<b>Total Procurement Package</b>	<b>10</b>	<b>34.22</b>

## PROCUREMENT DESCRIPTION

### Procurement Description

The list of indicative Procurement Packages is presented in Table 4 below with the related procurement method, the expected date for advertisement.

**Table 9.10 - List of Indicative Procurement Packages IsDB/GPE-FP financed items**

Project Component	Package No	Contract Package	Budget US\$ mln	Method	Date of SPN	Review
		<b>Civil Works:</b>				
Component 1	1.	Construction of 19 schools under (3 lots)	6.1	NCB	April 2021	Prior
	2.	Construction of 26 school under (4 lots)	8.4	NCB	April 2021	Prior
	3.	Construction of 17 schools under (4 lots)	7.7	NCB	April 2021	Prior
<b>Subtotal for the Civil Works:</b>			<b>22.2</b>			
		<b>Goods:</b>				
Component 2	5	Supply of School furniture (2 lots)	2.17	NCB	Nov 2021	Prior
		Supply of School Equipment (2 lots)	1.7	NCB	Nov 2012	Prior
		Supply of Lab Equipment (1 lots)	0.85	NCB	Nov 20121	Prior
Component 4	12	PMU Furniture/equipment/cars	0.09	Nat. Shopping	-	Post
<b>Subtotal for Goods:</b>			<b>4.8</b>			
		<b>Services:</b>				
Components 3 & 4	9	Design and Project Supervision Consultant	1.75	Shortlist-MC	Mar 2020	Prior
	7	Goods and services for EMIS	1.50	Shortlist- Open	Mar 2010	Prior
	8	Consultancy Services for Textbook Development, Services for Education Assessment and Consultancy services for Curriculum Rollout	3.70	SSS	June 2020	Post
	10	Financial Audit Service	0.08	LCS (LC)	Jan 2021	Prior
Component 4	11	PIU Staff (10 key staffs)	0.2	National Shortlist	-	Prior
<b>Subtotal for Services:</b>			<b>7.2</b>			
<b>Grand total</b>			<b>34.2</b>			

*ICB = International Competitive Bidding, NCB = National Competitive Bidding, LCS = Least Cost Selection, IC = Individual Consultant, LC = Local Consultant; SSS = Single Source Selection, MC = Member Country; Open\_ = International shortlist*

**Table- 9.11: Procurement Plan/timeline of the Project would be as follow:**

PROCUREMENT PLAN	
Country/Organization:	Tajikistan
Project/Program Description	Support to Implementation of National Strategy for Development of Education
Project/Program Identification #	
Mode (s) of Financing:	IsDB Loan, ISFD Loan, and GPE/FP
Executing Agency:	MoES
Approval Date of Procurement Plan:	
Date of General Procurement Notice:	
Advance Contracting:	N/A
Period Covered by these Proc. Plans:	Jun 2020- Sep 2024
Prior Review Threshold:	As indicated in the detailed plan

Services:

Description	Plan	Basic Data				EOI and TOR		Request for EOI and Shortlisting			
		Method	Form of Contract	Amount as per RRP (US\$ million)	Prior/Post Review	Date IDB Received	No Objection	Date Published	Closing Date	Date IDB Received	No Objection
Financial Services Audit	Plan	LCS	Lump Sum	0.080	Prior	1-Jan-20	16-Jan-20	23-Jan-20	7-Feb-20	27-Feb-20	8-Mar-20
	Revised										
	Actual										
Design & Supervision Consultancy	Plan	QCBS	Combination	1.75	Prior	1-Mar-20	16-Mar-20	18-Mar-20	10-Apr-20	30-Apr-20	11-May-20
	Revised										
	Actual										
Assessment, Curriculum Rollout and stocktaking	Plan	SSS	Combination	3.7	Prior	1-Jan-21	16-Jan-21	N/A	N/A	N/A	N/A
	Revised										
	Actual										
Goods and Services for EMIS	Plan	QCBS	Combination	1.500	Prior	1-Jan-20	16-Jan-20	18-Jan-20	1-Feb-20	16-Feb-20	3-Mar-20
	Revised										
	Actual										

Description	Plan	Request for Proposal		Proposal Period		Bid Evaluation Technical & Financial				
		Date IDB Received	No Objection	Issuance Date	Submission/Opening Date	Submission Tech. Eval. Report	No Object. Tech. Eval. Report	Opening Financial Proposals	Submission Comb. Eval. Report	No Object. Combined Evaluation Report
Financial Services Audit	Plan	8-Mar-20	18-Mar-20	21-Mar-20	20-Apr-20	20-May-20	19-Jun-20	29-Jun-20	14-Jul-20	24-Jul-20
	Revised									
	Actual									
Design/Supervision Consultancy	Plan	11-May-20	16-May-20	19-May-20	18-Jun-20	18-Jul-20	2-Aug-20	12-Aug-20	27-Aug-20	12-Sep-20
	Revised									
	Actual									
Assessment, Curriculum R. & stocktaking	Plan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Revised									
	Actual									

Goods and Services for EMIS	Plan	3-Mar-20	18-Mar-20	21-Mar-20	20-Apr-20	20-May-20	4-Jun-20	14-Jun-20	29-Jun-20	14-Jul-20
	Revised									
	Actual									

Description	Plan/ Revised/ Actual	Draft Contract		Contract Signature		Contract Execution	
		Draft Contract and Minutes of Negotiations Received	Date No-Objection	Consultant	Beneficiary	Start Date	End Date
Financial Audit Services	Plan	8-Aug-20	18-Aug-20	25-Aug-20	25-Aug-20	25-Sep-20	30-Aug-24
	Revised						
	Actual						
Design and Supervision Consultancy	Plan	27-Sep-20	11-Oct-20	18-Oct-20	20-Oct-20	30-Oct-20	18-Jan-24
	Revised						
	Actual						
Assessment, Curriculum R. & stocktaking	Plan	31-Jan-21	15-Feb-21	22-Feb-21	22-Feb-21	1-Jun-21	31-May-24
	Revised						
	Actual						
Goods and Services for EMIS	Plan	29-Jul-20	13-Aug-20	20-Aug-20	20-Aug-20	1-Jan-21	1-Nov-24
	Revised						
	Actual						

**Goods:**

Description	Plan	Lot Number	SPN/IFP Received	SPN/IFP No-Objection Date	SPN/IFP Publication Date	Form of Contract	Pre-Qualification	Preference	Prior or Post Review
PMU Equip.	Plan		N/A	N/A	N/A	Lump Sum	No	No	Post
	Revised								
	Actual								
Lab equipment	Plan		1-Mar-23	15-Mar-23	21-Mar-23	Unit Rate	No	No	Prior
	Revised								
	Actual								
School Furniture	Plan		1-Mar-23	15-Mar-23	21-Mar-23	Unit Rate	No	No	Prior
	Revised								
	Actual								
	Plan		1-Mar-23	15-Mar-23	21-Mar-23	Unit Rate	No	No	Prior

School Equipment	Revised								
	Actual								

Description	Plan/ Revised/ Actual	Pre-Qualification		Pre-Qualification		Bidding Period		Bid Evaluation	
		PQ Doc Issued	Closing Date	Evaluation Report Received	No- Objection Date	Bid Invitation Date	Bid Closing-Opening	Bid Evaluation Report Received	No-Objection Date
PMU Equip.	Plan	N/A	N/A	N/A	N/A	1-Oct-20	16-Oct-20	N/A	N/A
	Revised								
	Actual								
Lab equipment	Plan	N/A	N/A	N/A	N/A	21-Mar-23	20-Apr-23	20-May-23	4-Jun-23
	Revised								
	Actual								
School Furniture	Plan	N/A	N/A	N/A	N/A	21-Mar-23	20-Apr-23	20-May-23	4-Jun-23
	Revised								
	Actual								
School Equipment	Plan	N/A	N/A	N/A	N/A	21-Mar-23	20-Apr-23	20-May-23	4-Jun-23
	Revised								
	Actual								

Description	Plan/ Revised/ Actual	Award Notification		Draft Contract	No- Objection Date	Contract Signature		Contract Execution	
		Provisional	Final	Draft Contract and Minutes of Negotiations Received		Contractor / Supplier	Beneficiary	Start Date	End Date
PMU Equip.	Plan	31-Oct-20	31-Oct-20	N/A	N/A	31-Oct-20	31-Oct-20	31-Oct-20	25-Nov-20
	Revised								
	Actual								
Lab equipment	Plan	9-Jun-23	24-Jul-23	30-Jun-23	21-Jul-23	28-Aug-23	28-Aug-23	11-Sep-23	9-Mar-24
	Revised								
	Actual								
School Furniture	Plan	9-Jun-23	24-Jul-23	30-Jun-23	21-Jul-23	28-Aug-23	28-Aug-23	11-Sep-23	9-Mar-24
	Revised								

	Actual								
School Equipment	Plan	9-Jun-23	24-Jul-23	30-Jun-23	21-Jul-23	28-Aug-23	28-Aug-23	11-Sep-23	9-Mar-24
	Revised								
	Actual								

**Works:**

Description	Plan	Basic Data									
		Lot Num.	SPN/IFP Received	SPN/IFP No-Objection Date	SPN/IFP Publication Date	Est. Amount USD mln	Procurement Method	Form of Contract	Pre-Qualification	Preference	Prior or Post Review
NCB Pack. 1	Plan	3	1-Feb-21	16-Feb-21	19-Feb-21	6.1	NCB	Unit Rate	No	No	Prior
	Revised										
	Actual										
NCB Pack. 2	Plan	4	1-May-21	15-May-21	21-May-21	8.4	NCB	Unit Rate	No	No	Prior
	Revised										
	Actual										
NCB Pack. 3	Plan	4	1-Jun-21	15-Jun-21	21-Jun-21	7.7	NCB	Unit Rate	No	No	Prior
	Revised										
	Actual										

Description	Plan	Pre-Qualification		Pre-Qualification		Bidding Documents		Bidding Period		Bid Evaluation	
		PQ Doc Issued	Closing Date	Evaluation Report Received	No-Objection Date	Received	No-Objection Date	Bid Invitation Date	Bid Closing-Opening	Bid Evaluation Report Received	No-Objection Date
NCB Pacaka ge 1	Plan	N/A	N/A	N/A	N/A	1-Feb-21	16-Feb-21	19-Feb-21	19-Mar-21	18-May-21	3-Jun-21
	Revised										
	Actual										
NCB Pack. 2	Plan	N/A	N/A	N/A	N/A	1-May-21	15-May-21	21May-21	21-Jun-21	20-Jul-21	4-Aug-21
	Revised										
	Actual										

NCB Pack. 3	Plan	N/A	N/A	N/A	N/A	1-May-21	15-May-21	21May-21	21-Jun-21	20-Jul-21	4-Aug-21
	Revised										
	Actual										

Description	Plan/ Revised / Actual	Award Notification		Draft Contract			Contract Signature		Contract Execution	
		Provisio nal	Final	Draft Contract and MoN Received	No- Objection Date	Contract Amount	Contractor	Beneficiary	Start Date	End Date
NCB Pacaka ge 1	Plan	13Jun- 21	20-Jun-21	1-Jul-21	13-Jul-21		10-Aug-21	12-Aug-21	24-Aug-21	2-Apr-23
	Revised									
	Actual									
NCB Packag e 2	Plan	9-Aug- 21	19-Aug-21	30-Aug-21	15-Sep-21		20-Sep-21	25-Sep-21	10-Oct-21	10-Jun-23
	Revised									
	Actual									
NCB Packag e 3	Plan	9-Sep- 21	19-Aug-21	30-Aug-21	15-Sep-21		20-Sep-21	25-Sept-21	10-Oct-21	10-Jun-23
	Revised									
	Actual									



PROJECT IMPLEMENTATION AND PROCUREMENT PLAN MATRIX (PIPP - MATRIX)

Project Title: The Joint IsDB/GPE Project for Support to Implementation of the National Education Development Strategy of Tajikistan

No.	Category	Criteria	Yes	No	N/A	Tentative Date	Reference in PAD / Other Documents or Remarks
1	Implementation Readiness	Project log-frame with results, key performance indicators and CSIs identified and agreed with the Beneficiary	✓				Annex 1 of RRM, Annex 1 of PAD
2		Past lessons learned from projects in the same sector or country have been duly taken into account in the project design	✓				Section C.2 of the PAD
3		Project scope and components determined and agreed with the Beneficiary	✓				Section C.1 and annex-5 of the PAD
4		Costs of components / financing plan have been realistically determined based on objective factors to minimize the risk of shortage of funds	✓				Section E and annex-7 of PAD
5		Counterpart funding required for implementation of the project confirmed by the Beneficiary	✓				Section E of PAD
6		Co-financing required for implementation of the project confirmed by the Beneficiary	✓				Section E and annex 16 of the PAD
7		The mode of finance/financing instrument has been carefully selected in line with the project requirement and its implementation arrangements have been duly communicated to, and understood by, the Beneficiary.	✓				Section K and annex-13 of the PAD.
8		The Conditions Precedents for the Use of 2 Step Financing agreed with the Beneficiary				✓	Section J.1 of the PAD
9		Detailed Engineering Design of the project is approved by the Beneficiary and readily available	✓				Page 6 of the RRM and 20 of the PAD
10		Capacity and experience of the Executing Agency to implement the project is assessed and confirmed with the Beneficiary	✓				Annexes 9 & 10 of the PAD

No.	Category	Criteria	Yes	No	N/A	Tentative Date	Reference in PAD / Other Documents or Remarks
11		Composition, and terms of reference of the staff of the Project Management Unit determined and agreed with the Beneficiary	✓				Annex 7 of the PAD. To be finalized during negotiation.
12		Project financial management strategy agreed with the Beneficiary	✓				Section G.2 and annex 10 of the PAD
13		The Project risk, mitigating measures and sustainability factors have been clearly and objectively identified and spelled out	✓				Annex 12 of the PAD
14		The project land / site is available and free of any lien and encumbrance	✓				Section J.1 of the PAD
15		Terms of Reference of the project implementation monitoring and supervision consultant agreed with the Beneficiary	✓				Section F of the PAD. Detailed TOR of will be developed the EA for IsDB's clearance.
16		Arrangements for project supervision and implementation support agreed with the Beneficiary	✓				Section F of the PAD Section F.2 and Annex 7 of the PAD. To be finalized during negotiation.
17		Procurement due diligence for advance procurement completed by the Beneficiary (if needed)	✓				Section G.1 and Annex 9 of PAD
18		Mode of procurement (i) determined, (ii) justified, (iii) negotiated, (iv) confirmed and agreed with the Beneficiary	✓				Section G.1 and annex 9 of the PAD
19		Any contemplated exceptions to / deviation from the Procurement Guidelines duly justified	✓				Procurement under GPE's VP-financing will carried out under national guidelines of the GOT (Section G.1 of the PAD)

No.	Category	Criteria	Yes	No	N/A	Tentative Date	Reference in PAD / Other Documents or Remarks
20		IDB Standard Bidding Documents and procedures jointly reviewed and validated with the Beneficiary	✓				Annex 9 of PAD (GOT is fully aware of the IsDB procurement documentation and procedures),
21		All procurement aspects have been negotiated with the Beneficiary and agreed	✓				Annex 9 of PAD,
22	Implementation Plan:	Procurement plan for the first 18 months of project implementation determined, negotiated, confirmed and agreed with the Beneficiary	✓				The Procurement Plan was cleared by the EA. However, the technical specification of the equipment and detailed design of CWs and thus the procurement plan need to be reviewed by the project supervision consultant.
23		The procurement plan for entire project duration agreed with the Beneficiary (see attached Templates for Procurement Plans)	✓				As stated above (under item 22). Annex-9 of the PAD.
24		The project disbursement plan/profile formulated and agreed with the Beneficiary	✓				Section G.3 and annex-11 of the PAD
25		Project implementation timeline determined, Gantt chart prepared and agreed with the Beneficiary	✓				Annex-8 of the PAD
26		Detailed project implementation plan finalized and agreed with the Beneficiary	✓				Annex 8 and section F of the PAD
27		The plan for submission of Project Progress Reports by the PMU agreed with the Beneficiary	✓				Section H.2 of the PAD
28		The plan for undertaking PIASRs agreed with Department Management and Beneficiary	✓				Section H.2 of the PAD
29			Expected Date of the Project Approval agreed with the IDB Management and the Beneficiary	✓			

No.	Category	Criteria	Yes	No	N/A	Tentative Date	Reference in PAD / Other Documents or Remarks
30	Key Implementation Dates:	Expected Date of Signature of the Project Financing Agreement(s) agreed with the Beneficiary	✓				Page iv of the RRM
31		Expected Date of Effectiveness of the Financing Agreement(s) agreed with the Beneficiary	✓				Page iv of the RRM
32		Expected Date of Effectiveness of the Pre-Implementation Step (in case of 2-Step Financing) agreed with the Beneficiary			✓		Not Applicable
33		Expected Date of Effectiveness of the Implementation Step (in case of 2-Step Financing) agreed with the Beneficiary			✓		Not Applicable
34		Date of establishment of the Project Management Unit determined and agreed with the Beneficiary	✓				The PMU of the recently closed project will be used for this project
35		Date of Project Startup Workshop (if needed) agreed with the Beneficiary	✓				As per project implementation plan (annex-8 of the PAD)
36		Date of the First Disbursement agreed with the Beneficiary	✓				Page iv of the RRM
37		Date of the Mid Term Review agreed with the Beneficiary	✓				Page 7 of the MoN and Page ii of the RRM
38		Date of the Last Disbursement agreed with the Beneficiary	✓				Page iv of the RRM
39		Date of the Project Completion agreed with the Beneficiary	✓				Page iv of the RRM
40		Date of the Project Completion Report (PCR) agreed with the Beneficiary	✓				Page iv of the RRM
Overall Assessment of Project Procurement Plan:		Written Assessment of the PTL			Written Assessment of the Senior Procurement Specialist (Project Team Member)		

Acceptable	The project procurement plan is realistic, given the number of packages involved a close monitoring will be required. The technical/financial/operational aspects of the Project Documents have been finalized in close consultation between IsDB Project Team, the Executing Agency and GPE Secretariat and the LEG members.	Indeed, MOEs has extensive experience with IsDB and MDBs however it is achieved through hands on support and support to the PIU/PMUs by the financiers. The overall procurement risk under the project is currently assessed as substantial. Putting in place an efficient procurement and contract monitoring mechanism in PMU will be pivotal. Therefore, with allocated propose procurement and project implementation resources under the Project MoES shall be in position to successfully execute the project.
Overall Assessment of the Quality of the PIPP and Project Readiness	The PAD, RRM and other project documents were prepared on the basis of the IsDB guidelines.	
Name	Designation	Signature
Gul Ahmad Kamali	Regional Procurement Officer:	
Mohammad Mirzaei Kahagh	Operation Team Leader	
Hicham Maarouf	Manager, Regional Hub of Almaty	
Irfan Bukhari	Director, Country Relations & Services - Asia	
Walid Abdelwahab	Director General, Country Relations & Services	
Mansur Muhtar	Vice President, Country Programs	

**Project Financial Management**

**Description of the Executing Agency:**

10.1. Ministry of Education and Science (MoES) of the Republic of Tajikistan is the Executing Agency of the Project which is responsible for determining the policies and direction of the education system in Tajikistan. The Project Financial Management (PFM) Division has assessed the financial management system of the PMU dedicated for the IsDB financed projects and which is located in the premises of MoES reviewing the following aspects: Budgeting and planning, accounting and records, financial reporting, internal control, funds flow and disbursement arrangements, and audit.

10.2. The PMU staff are kept in their positions despite the fact there is no IsDB project under implementation. The structure and staffing of the PMU may be changed for the current prepared project.

**A. Budgeting and planning**

10.3. Financial plans of the project include the financial plan for the project implementation period, and the annual budgets. The PMU maintains annual budget planning, which is divided into quarters, in concordance with the Executing Agency and MoF.

**B. Accounting, records and reporting**

**a. Public Sector Accounting in Tajikistan**

10.4 The Republic of Tajikistan has undertaken process of reforming its public sector accounting system. The reform is implemented pursuant to the Public Sector Accounting Reform Strategy as part of a broader effort to upgrade Public Finance Management (PFM). Today the reform engages almost all public-sector organizations.

10.5 The financial statements are reported based on the International Financial Reporting System, as required by state's decrees. For accounting purposes, the EA/PMU use the 1C Enterprise software which is a fully computerized accounting system of financial data processing, capable of producing Interim Un-Audited Financial Reports (IFRs), Statements of Expenditure (SOEs) in Public Sector Accounting in Tajikistan

**b. Financial reporting**

10.6 The EA/PMU produce the following statements:

- Project Sources and Uses of Funds,
- Uses of Funds by Project Activities,
- Statement of the Project Financial Position

10.7 While testing the system with the EA/PMU's accountants (on the data related to the IsDB financed project "Reconstruction and completion of secondary schools – Phase III") the following issues were raised:

- The accountant was not able to access 1C system due to the license expiry

- Use of 1C only 4 months in the PMU (despite the introduction of the system in the EA since 2007)
- Use of Excel for records keeping
- Use of different system for the country financing counterpart (SGB-Net)
- Consolidation of statements from various donors is done manually

### **Funds Flow and Disbursement Arrangements**

10.8 The PMU will be responsible of all the project related transactions and payments. IsDB and EA agreed to open a Special Account (SA) with a ceiling to be determined taking into account the number of contracts, geographical dispersion of the contractors and any other relevant factor.

10.9 The SA will be managed as per the IsDB procedures and will be audited at each replenishment request by an independent auditor to be recruited under the project. Availability of audit contract will be a precondition for advancement of funds to the SA.

10.10 The SA bank account will be opened by the EA/PMU.

### **Internal Control**

10.11 The existing PMU does not possess written procedures with clear directives pertaining to the following areas:

- Segregation of duties
- Authorization system
- Recording, accounting reconciliation and arithmetic controls
- Physical safeguards of the assets and resources

### **Auditing Arrangements**

10.12 The Project's Financial Statements will be audited in accordance with the provisions of the Financing Agreement. Each audit of the Financial Statements shall cover the period of one fiscal year of the country.

10.13 The audit of the Project's consolidated Financial Statements will be conducted annually by an independent private auditor acceptable to IsDB, on terms of reference (ToR) acceptable to IsDB, and selected by the PMU. The audit will be conducted according to the International Standards on Auditing (ISA) issued by the International Auditing and Assurance Standards Board of the International Federation of Accountants (IFAC).

10.14 The EA/PMU will provide the auditor with free access to all project documents and records and all other information that may be required for the auditing purposes.

**Project Disbursement Arrangements**

The project disbursement plan will be as follow:

Table 11.1: Disbursement by project sub-component

Year	IsDB				GPE			GoT	Grand Total
	Inst. Sale	IsDB Loan	ISFD Loan	IsDB Total	FP	VP	GPE Total		
Yea 1	0.39	0.36	0.91	1.66	1.28	0	1.28	0.27	3.21
Year 2	3.08	2.99	2.66	8.73	2.4	0	2.4	1.96	13.09
Year 3	3.79	3.72	3.57	11.08	2.14	0.97	3.11	2.4	16.59
Year 4	2.01	2.03	1.83	5.87	1.18	2.03	3.21	1.1	10.18
	<b>9.27</b>	<b>9.1</b>	<b>8.97</b>	<b>27.34</b>	<b>7</b>	<b>3</b>	<b>10</b>	<b>5.73</b>	<b>43.07</b>

Table 11.2: Disbursement by project sub-component

Year	Civil Works	Equipment Furniture	EMIS	Curriculum Roll out	Assessment	Stocktaking	Project Implementation
Year 1	1.33	0	0.5	0.7	0.1	0.024	0.675
Year 2	10.66	0	0.6	1.2	0.05	0	0.635
Year 3	12.23	2.44	0.2	1.1	0.05	0	0.535
Year 4	3.71	3.2	0.2	2.35	0.045	0	0.535
Total	<b>27.93</b>	<b>5.64</b>	<b>1.5</b>	<b>5.35</b>	<b>0.245</b>	<b>0.024</b>	<b>2.38</b>

Table 11.3: Civil Works

Year	ISFD Loan	IsDB Loan	Inst. Sale	IsDB Total	FP	VP	GPE Total	GOT
Year 1	0.27	0.36	0.39	1.02	0.07	0	0.07	0.24
Year 2	2.06	2.99	3.08	8.13	0.6	0	0.6	1.93
Year 3	2.50	3.07	3.16	8.73	0.62	0.9	1.52	1.98
Year 4	0.70	1.05	1.07	2.82	0.21		0.21	0.68
	<b>5.53</b>	<b>7.47</b>	<b>7.70</b>	<b>20.70</b>	<b>1.5</b>	<b>0.9</b>	<b>2.4</b>	<b>4.83</b>

Table 11.4: Equipment/Furniture

Year	ISFD Loan	IsDB Loan	Inst. Sale	IsDB Total	FP	VP	GPE Total	GOT
Year 1	0	0	0	0	0	0	0	0
Year 2	0	0	0	0	0	0	0	0
Year 3	0.57	0.65	0.63	1.85	0.12	0.07	0.19	0.4
Year 4	0.63	0.98	0.94	2.55	0.18	0.11	0.29	0.36
Total	<b>1.2</b>	<b>1.63</b>	<b>1.57</b>	<b>4.4</b>	<b>0.3</b>	<b>0.18</b>	<b>0.48</b>	<b>0.76</b>



Table 11.5: EMIS								
Year	ISFD Loan	IsDB Loan	Inst. Sale	IsDB Total	FP	VP	GPE Total	GOT
Year 1					0.5			
Year 2					0.6			
Year 3					0.2			
Year 4					0.2			
<b>Total</b>					<b>1.5</b>			

Table 11.6: Curriculum and Assessment								
Year	ISFD Loan	IsDB Loan	Inst. Sale	IsDB Total	FP	VP	GPE Total	Total
Year 1					0.71	0	0.71	0.71
Year 2					1.2	0	1.2	1.2
Year 3					1.2	0	1.2	1.2
Year 4					0.59	1.92	2.51	2.51
<b>Total</b>					<b>3.7</b>	<b>1.92</b>	<b>5.62</b>	<b>5.62</b>

Table 11.7: Project Implementation Support								
Year	ISFD Loan	IsDB L.	Inst. Sale	IsDB Total	GPE-FP	GPE-VP	GOT	Total
Year 1	0.64						0.035	0.675
Year 2	0.6						0.035	0.635
Year 3	0.50						0.035	0.535
Year 4	0.50						0.035	0.535
<b>Total</b>	<b>2.24</b>						<b>0.14</b>	<b>2.38</b>

## Project Risk Matrix

<u>Risk Category</u>	<u>Risk</u>	<u>Risk Impact Level</u>	<u>Likelihood</u>	<u>Mitigation Measure</u>	<u>Risk Impact after Mitigation</u>
<u>Operational Risk</u>	Prolonged procurement and contract management and complexity of soft components	<u>High</u>	<u>High</u>	The EA will be support by a full-time PMU and a project supervision consultant. UNICEF will be involved in soft components.	<u>Medium</u>
Sector strategy and policies risk	Expiry of the Education Sector Strategy & Medium Term action plan in 2020	<u>High</u>	<u>High</u>	New Education Sector Plan (2030) is under preparation	<u>Low</u>
Project technical risk	Requirements for VP of the GPE financing;	<u>High</u>	<u>High</u>	closer coordination with GPE secretariat and the coordinating Agency	<u>medium</u>
Environmental and social risk	environmental and social impact of Civil Works	Low	Low	EMP will be included in civil works contracts	Low
Pre-effective delay	Lengthy procedures for signature/ effectiveness of the project agreements	high	high	advanced procurement of the consultancy services	Low
Stakeholder risk	Ownership and contribution of LEG members	Medium	Medium	Closer coordination with GPE Secretariat and CA	
Financial risk	Cost over run	high	high	Design review by PSC, contingencies budget, and loan covenant requires borrower to cover cost over-run.	Medium
Climate Change Risks	flooding and snow loading	high	medium	Optimal drainage systems, water resistant materials, & engineering design	Low
Geological Risks	earth quakes and seismic landslides	High	Medium	Structural integrity of buildings and introduction of geological risk management procedures	Meduim
Sub-sector Risk	Slow reform of the Teacher education (pre-service and in-service) system	High	High	Pedagogical universities & RTTI will be incentivized to be involved in project activity to reform their efforts in terms of content, methodology,	Medium

				and evaluation system of teacher training.	
Sub-sector Risk	Textbooks do not keep pace with curriculum reform.	High	High	Authors will be trained in CBE approach, and intensive support/guidance will be provided during textbook design; Competitions for authors and evaluation of manuscripts	Medium
Fiduciary risk	There is a need to strengthen project's planning/budgeting, internal control, accounting procedures, auditing arrangements, funds flow management, information system and reporting and improving transparency and efficiency of the procurement procedures	Medium	Medium	i) Project start-up workshop will sensitize the EA/PMU on the IsDB implementation requirements; ii) The PMU will be staffed with professional procurement and FM Specialists; iii) Senior procurement specialists in the PSC team; iv) External auditor and yearly financial audit reports; v) Use of SA; and vi) The PMU information system to be integrated to the EA system.	Low

**Terms and Conditions of Financing**

## TERMS AND CONDITIONS FOR LOAN (IsDB &amp; ISFD) FINANCING

**1. FINANCING FACILITY:**

- 1.1 Islamic Development Bank (**IsDB**) will make available, in favor of the Republic of Tajikistan (the **Recipient**) a loan financing (the **Loan**) for participation in financing of the Joint IsDB/GPE Project for Support to Implementation of the National Education Development Strategy (the **Project**) in an amount not exceeding:
- (i) From IsDB resources: ID 7.3 million equivalent to US\$ 10 million (United States Dollar Ten million) (the **IsDB Loan**).
  - (ii) From Islamic Solidarity Fund for Development (ISFD) resources: US\$ 10 million (United States Dollar Ten million) (the **ISFD Loan**).
- 1.2 The IsDB Loan will be for a period of 25 (Twenty-five) years including a Grace Period of 7 (Seven) years. The Recipient shall also pay lump sum Service Fee not exceeding 1.5% per annum of the IsDB Loan Amount to cover the administrative expenses of the IsDB Loan. The amount of the Service Fee will be calculated and levied in accordance with the Guidelines for Calculation and Levy of Service Fee on Loans.

The ISFD Loan will be repaid over a period of 30 (Thirty) years including a Grace Period of 10 (Ten) years. The Recipient shall also pay lump sum Service Fee not exceeding 0.75% per annum of the ISFD Loan Amount to cover the administrative expenses of the ISFD Loan.

**2. LEGAL DOCUMENTATION:**

- 2.1 The Loan Agreement (the **Agreement**) between the Recipient and IsDB has to be signed within 6 (Six) months from the date of approval of the Project by IsDB. If the Agreement is not signed within the said period, the Project will be liable for automatic cancellation.
- 2.2 Upon signing of the Agreement, the conditions of effectiveness have to be fulfilled within 6 (Six) months by furnishing all necessary documents/information as per the requirements of the Agreement. If the Agreement is not declared effective after the said period, the Project will be liable for automatic cancellation. IsDB reserves the right to terminate the Agreement and all obligations of the parties thereunder.
- 2.3 For the effectiveness of the Agreement, the Recipient has to submit the following:
- (i) satisfactory evidence that the Agreement has been validly executed by a person, authorized to sign on behalf of the Recipient and that the Agreement has been ratified by the Recipient;
  - (ii) Legal Opinion from the Ministry of Justice of the Republic of Tajikistan stating that the terms and conditions of the Agreement constitute enforceable binding obligations upon the Recipient;

- (iii) Letter from the Ministry of Finance to the Central Bank instructing/authorizing such entity to pay the Loan and Service Fee installments on due dates;
- (iv) Acknowledgement of the Central Bank and its adherence to the instructions of the Ministry of Finance;
- (v) Evidence of obtaining funds by IsDB (as GPE Grant Agent for this project) in the amount of US\$ 7 million (United States Dollar Seven million) for financing of the fixed (requirements-based) part of the GPE's total allocation of Multiplier Fund for the project (as a grant).

### **3. AVAILABILITY:**

- 3.1 Within a period of 6 (Six) months from the date of effectiveness of the Agreement (or any other period approved by the approving authority of IsDB), the Recipient has to submit a request for the first disbursement. If no disbursement request has been submitted within the said period, the Project will be liable for automatic cancellation. IsDB reserves the right to terminate the Agreement and all obligations of the parties thereunder.
- 3.2 The tentative date of approval of the Project by IsDB is 30/12/2019. Calculating from the date of the expected first disbursement of the Project, the tentative last date of disbursement would be 31/06/2025. If any part of the Loan Amount is not utilized by the last date of disbursement, IsDB reserves the right to cancel the part which has not been utilized by that date.

### **4. PROCUREMENT:**

- 4.1 The procurement of goods and services for the Project will be as follows:
  - Civil Works – National Competitive Bidding (NCB)
  - School/laboratory Furniture/Equipment – National Competitive Bidding (NCB)
  - Text book printing – National Competitive Bidding (NCB)
  - Design and Project Supervision Consultant – International Shortlist (Member Countries)
  - Curriculum development and roll out, learning assessment and stocktaking study – Single Source Selection (proposed to be UNICEF)
  - Goods and services for EMIS - International Shortlist (open)
  - Financial Auditor - National Shortlist of Firms
  - PMU Equipment/Furniture - National Shopping
  - PMU staff - National Shortlist of Individuals

The above activities shall be procured in accordance with:

- 1. Guidelines for the Procurement of Goods, Works and Related Services under IsDB Project Financing (2019); and
- 2. Guidelines for the Procurement of Consultant Services under IsDB Project Financing (2019).

- 4.2 The Recipient and the Executing Agency, will ensure that anti-corruption and anti-fraud provisions acceptable to IsDB are included in all bidding documents and contracts, including provisions specifying the right of IsDB to audit and examine the records and

accounts of the executing and implementing agencies and all contractors, suppliers, consultants, and other service providers as they relate to the Project.

- 4.3 IsDB may suspend and/or cancel the Loan Amount if at any time, with respect to the negotiation, execution or implementation of the Project, including with respect to the procurement or execution of any contract to be financed in full or in part from the proceeds of the financing, IsDB determines that any person or entity has engaged in a Corrupt Practice, a Coercive Practice, a Collusive Practice or a Fraudulent Practice or an Obstructive Practice without the Recipient having taken timely and appropriate action satisfactory to IsDB to remedy the situation or to address such practices when they occur.
- 4.4 The Recipient shall seek the prior approval of IsDB for the awarding of any contract whose value exceeds the equivalent of N/A provided that this ceiling shall not apply to consultancy services.

**5. IMPLEMENTATION:**

- 5.1 The Executing Agency for the implementation of the Project will be Ministry of Education and Science of the Republic of Tajikistan.
- 5.2 Subject to IsDB Disbursement Procedures, disbursement of funds under the Project will be made according to the payment terms and conditions indicated in the Agreement.
- 5.3 If and where applicable, a Special Account will be opened for easy and timely disbursement for the financing of components related to the block finance and capacity building components of the Project. The maximum amount to be deposited in the Special Account will not be more than US\$500,000 at a time. The replenishment of the Special Account and other matters will be in accordance with the Guidelines for Opening a Special Account.
- 5.4 The Recipient and/or the Executing Agency shall undertake to provide IsDB with all progress reports and any other reports as may be requested by IsDB from time to time. The Recipient and/or the Executing Agency will submit to IsDB a Project Completion Report within 3-months from the physical completion of the Project.

**6. PAYMENT:**

- 6.1 The IsDB Loan Amount will be repaid in 36 (Thirty-six) half yearly installments, the first of which will become payable after the end of the Grace Period.
- The ISFD Loan Amount will be repaid in 40 (Forty) half yearly installments, the first of which will become payable after the end of the Grace Period.
- 6.2 The Recipient shall pay the Bank a Service Fee of an amount estimated initially at 1.26% per annum of the Loan Amount.
- The Recipient shall pay the Bank a Service Fee of an amount estimated initially at 0.75% per annum of the ISFD Loan Amount.

6.3 If the Recipient fails to pay any amount payable when it is due in accordance with the terms of the Agreement then in addition to paying such amount, the Recipient will pay to IsDB a late payment charge in respect of the overdue amount. After deducting all costs and expenses incurred by IsDB, the amount received as late payment charge will be deposited in the IsDB Waqf Fund account.

7. **PROJECT FUNDING:**

7.1 The Recipient will be responsible to provide all funds that may be required for the completion of the Project. All cost overruns will be borne by the Recipient.

8. **TAX:**

8.1 The Recipient will bear all taxes, charges, fees and dues related to the Project.

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**TERM SHEET**  
**Terms and Conditions of IsDB Financing**

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1. **FINANCING FACILITY:**

Recipient:	The Republic of Tajikistan.
Project Title:	The Joint IsDB/GPE Project for Support to Implementation of the National Education Development Strategy..
Financing Mode:	<b>INSTALMENT SALE</b>
Financing Structure:	The Bank shall, in compliance with the principles of Sharia'h, at the request of the Recipient, procure the Project assets (as defined in the Framework Agreement) and sell the assets to the Recipient in consideration of payment of the sale price in instalments. The Bank shall appoint the Recipient as its agent in procuring the Project assets.
Financing Amount:	USDUSD [total amount of Seventeen (17) million as blended financing comprising 58.82% ordinary financing (USD Ten (10) million) from IsDB and 41.18% grant (USD Seven (7) million) from GPE
Maturity:	20 years from the date of first disbursement to the due date of last installment; tentatively composed of a sale price payment period of <b>16 (Sixteen)</b> years after a gestation period of <b>4 (Four)</b> years.
Mark up Rate:	1. To be applied to each disbursement, the sum of: <ul style="list-style-type: none"> <li>(a) Reference rate of 10-year <b>US Dollar</b> mid swap rates as of the disbursement date fixed for the entire duration of financing;</li> <li>(b) Contractual spread of 60 bps fixed for the entire duration of financing; and</li> </ul>

(c) Funding spread prevailing at the time of disbursement which from **1 July to 31 December 2019** is 100 bps.

Provided that the calculation of the sale price shall exclude the corresponding disbursed grant amount.

2. The funding spread is subject to semi-annual update by the Bank to reflect cost of funding as published on the Bank's website.

In the event that the reference rate is negative, the reference rate shall be deemed to be zero.

Advance Payments: Semi-annual payments, as shall be specified by the Bank, during the gestation period.

## 2. FINANCING AGREEMENTS

2.1 The Framework Agreement and the Agency Agreement (together the **Financing Agreements**) have to be signed within 6 (six) months from the approval date of the Project by the Bank. If the Financing Agreement are not signed within the said period, the Financing Amount approval will be cancelled.

2.2 **Effectiveness Conditions:** The effectiveness of the Financing Agreements and the obligations of the Bank are conditional upon the Recipient providing the following documents to the satisfaction of the Bank:

- (i) Evidence satisfactory to the Bank to the effect that the execution and delivery of the Financing Agreements on behalf of the Recipient has been duly authorized or ratified;
- (ii) Legal opinion acceptable to the Bank emanating from the Legal Authority of the Recipient;
- (iii) Instruction to the Central Bank or department/unit charged with the servicing of debt that payment of the sale price instalments by the Recipient under the Financing Agreements shall be effected on the dates on which they fall due and an acknowledgement of the Central Bank that it has received the said letter of instruction; and
- (iv) Evidence of obtaining funds by IsDB (as GPE Grant Agent for this project) in the amount of US\$ 7 million (United States Dollar Seven million) for financing of the fixed (requirements-based) part of the GPE's total allocation of Multiplier Fund for the project (as a grant).

If the Financing Agreements are not declared effective within 6 (six) months from their signature date, the Financing Amount approval will be cancelled, and the Financing Agreements terminated.

### 2.3 Offer and Acceptance:

- (i) Upon issuing an acceptance certificate to the contractor, the agent shall submit to the Bank a Delivery Notice as per the terms set out in the Agency Agreement. Upon the Bank receiving the Delivery Notice, the Bank shall issue immediately to the Recipient a sale offer (as defined in the Framework



Agreement), no later than seven (7) business days from the date of receiving the Delivery Notice.

- (ii) Upon the Recipient receiving the sale offer, the Recipient shall, in execution of its promise to purchase the assets from the Bank upon delivery, indicate its acceptance of the sale offer no later than seven (7) business days from the date of the receiving the sale offer.

### 3. PROCUREMENT

- 3.1 Unless otherwise indicated in the Agency Agreement, the Recipient, as an agent of the Bank, shall follow the Bank's Procurement Guidelines and Procedure in procuring the assets.

- 3.2 The procurement of the assets for the Project shall be as follows:

Civil Works – National Competitive Bidding (NCB)

School/laboratory Furniture/Equipment – National Competitive Bidding (NCB)

Text book printing – National Competitive Bidding (NCB)

Design and Project Supervision Consultant – International Shortlist (Member Countries)

Curriculum development and roll out, learning assessment and stocktaking study – Single Source Selection (proposed to be UNICEF)

Goods and services for EMIS - International Shortlist (open)

Financial Auditor - National Shortlist of Firms

PMU Equipment/Furniture - National Shopping

PMU staff - National Shortlist of Individuals

The above activities shall be procured in accordance with:

- (i) Guidelines for the Procurement of Goods, Works and Related Services under IsDB Project Financing (2019); and

- (ii) Guidelines for the Procurement of Consultant Services under IsDB Project Financing (2019).

- 3.3 The Recipient shall ensure that anti-corruption and anti-fraud provisions acceptable to the Bank are included in all the bidding documents and contracts.

- 3.4 The Bank may suspend its obligations under, or terminate the Financing Agreements if at any time, the Bank determines that any person or entity has engaged in a corrupt practice, a coercive practice, a collusive practice, a fraudulent practice or an obstructive practice without the Recipient (or the Guarantor, if applicable) having taken timely and appropriate action satisfactory to the Bank to remedy the situation or to address such practice when they occur.

### 4. IMPLEMENTATION

- 4.1 The Executing Agency for the Project shall be Ministry of Education and Science..
- 4.2 The Recipient, in its capacity as the agent shall, on behalf of the Bank;
- (i) negotiate and agree with the contractor for the price, specifications and delivery of the **assetsassets**.
  - (ii) ensure that the **contract** to be concluded between the contractor and the Recipient, as the Bank's agent, shall provide for the contractor's all risks insurance with a reputable insurance company acceptable to the Bank, and the Bank is named as a loss payee under the insurance policies so made.
  - (iii) take delivery of the **assetsassets** on behalf of the Bank unless otherwise indicated and issue notice of delivery of the **assetsassets** to the Bank (the **Delivery Notice**)
- 4.3 The Recipient, in its capacity as the Bank's agent, has to submit a request for the first disbursement within a period of 6 (six) months from the effectiveness date of the Financing Agreements. If the request for the first disbursement is not made within the said period, the Financing Amount approval will be cancelled, and the Financing Agreements terminated.
- 4.4 The approved amount shall be disbursed by the Bank in accordance with the terms of payments indicated in the Agency Agreement and the contractscontracts and in conformity with the Bank's Disbursement Procedures.
- 4.5 **Any other implementation provision (e.g. Special Account): Not applicable.****Any other implementation provision (e.g. Special Account): Not applicable.**

## 5. MISCELLANEOUS:

- 5.1 In the event of termination of the Financing Agreements, prior to the delivery of the **assetsassets**, or breach of the terms of the Financing Agreements resulting in failure to achieve the delivery of the **assetsassets** after the Bank has made disbursements, the Recipient shall reimburse the Bank the total disbursements made by the Bank for the procurement of the **assets**.
- 5.2 The Recipient shall pay to the Bank a late payment charge in respect of the overdue amount in accordance with the Bank's rules.
- 5.3 The Recipient shall be responsible for arranging all costs not covered by the Bank financing for the Project and shall bear all the taxes, charges and duties related to the Project.
- 5.4 If any time bound obligation of the Recipient is not fulfilled within the stipulated time, the Bank has the right to terminate the Financing Agreements and all obligations of the parties.

### TERMS AND CONDITIONS FOR GRANT (IsDB as a GPE Grant Agent)

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**1. Grant:**

Islamic Development Bank (**IsDB**) will make available, in favour of the Republic of Tajikistan (the **Recipient**) a grant ( **Grant**) for an amount not exceeding US\$ 3 million (United States Dollar Three million) (**Grant Amount**) for the Joint IsDB/GPE Project for Support to Implementation of the National Education Development Strategy (the **Project**).

**2. Legal Documentation:**

2.1 The Grant Agreement (the **Agreement**) between IsDB and the Recipient has to be signed within 6 (six) months from the date of approval of the Project by IsDB. If the Agreement is not signed within the said period, the Grant approval will be cancelled.

2.2 Upon signing of the Agreement, the following condition of effectiveness have to be fulfilled within 6 (Six) months by furnishing all necessary documents/information as per the requirements of the Agreement:

- Evidence of obtaining funds by IsDB (as GPE Grant Agent for this project) in the amount of US\$ 3 million (United States Dollar Three million) for financing of the variable (results-based) part of the GPE's total allocation of Multiplier Fund for the project (as a grant).

2.3 If the Agreement is not declared effective after the said period, the Project will be liable for automatic cancellation.

2.4 Conditions Precedent to Disbursement: Prior to or at the time of submitting a request for the First Disbursement, the Recipient shall provide the Bank with a satisfactory evidence of achievement of disbursement-linked results (DLRs) of three stretch indicators, presented under each of the GPE variable part dimensions: quality (learning outcomes); efficiency; and equity.

**3. Availability:**

3.1 The tentative date of approval of the Project by IsDB is 30/12/2019/30/12/2019. Calculating from the date of the expected first disbursement, the tentative last date of disbursement would be 31/06/2025/31/06/2025. If any part of the approved Grant Amount is not utilized by the last date of disbursement, the IsDB reserves the right to cancel the part which has not been utilized by that date.

3.2 Within a period of 6 (six) months from the date of signature of the Agreement the Recipient has to submit a request for the first disbursement. If no disbursement request has been submitted within the said period, IsDB shall cancel the Grant approval and terminate the Agreement and all its obligations thereunder.

**4. Procurement:**

4.1 Procurement of consultancy services for the Project will be carried out in accordance with the Recipient's National Procurement Guidelines and Policies.

4.2 The Recipient and the Executing/Coordinating Agency will ensure that anti-corruption and anti-fraud provisions acceptable to IsDB are included in all bidding documents and contracts, including provisions specifying the right of IsDB to audit and examine the records and accounts of the executing and implementing agencies and all contractors, suppliers, consultants, and other service providers as they relate to the Project.

4.3 IsDB may suspend and/or cancel the Grant Amount if at any time, with respect to the negotiation, execution or implementation of the Project, including with respect to the procurement or execution of any contract to be financed in full or in part from the proceeds of the financing, IsDB determines that any person or entity has engaged in a Corrupt Practice, a Coercive Practice, a Collusive Practice or a Fraudulent Practice or an Obstructive Practice without the Recipient having taken timely and appropriate action satisfactory to IsDB to remedy the situation or to address such practices when they occur.

**5. Implementation:**

5.1 The Executing/Coordinating Agency will be Ministry of Education and Science of the Republic of Tajikistan.

5.2 Subject to IsDB Disbursement Procedures, disbursement of funds under the Project will be made according to the payment terms and conditions indicated in the Agreement.

**6. Tax:**

The Recipient will bear all taxes, charges fees and dues related to the Project.

**NNEX-14**

**System Generated Basic Project Data Sheet**

This Annex is a OMS system generated Basic Project Data Sheet of the proposed project

Approval Status: READY FOR APPROVAL

Report is generated on: 05 Nov 2019 Valid Till: 19 Nov 2019 \*OMS Status: Prepared Generated by SAP OMS

Section A: Project Core Data

*Country	Tajikistan	*Processing Year	2019	Status	Complete
*Name	IsDB/GPE Project for Support to Implementation of the National Education Development Strategy of the Republic of Tajikistan				
Mapping to Org. Structure	*Complex	Country Programs	*Department	Profile	Public Financing
	*Director General	Country Relations and Services	*Division		
	*Category	A	*BED		Country Rel.&Ser. Asia Regional Hub of Almaty, Kazakhstan
Links	to Projects	Not Linked	to Programs		Not Linked
	to Line of Finance	Not Linked	to MCPS		Not Linked
	to MTBS	2016-2018	to AOP		2018
Project Team	Reg. Hub/Division Manager	Hicham Taleb Maarouf	*Country Manager		Kokhorjon Aminov
	*Project Team Leader (PTL)	Mohammad Rouhollah Mirzaei Kahagh			
Key Dates	Official Request Date		Submitted to Approval Date		15 Dec 2019
	Concept Clearance Date	08 Aug 2019			
	Appraisal Date	14 Sep 2019			
Submission for Approval Cost (RRP version)	*Project Currency	USD	*IDB	30,000,000	*Total Cost
	*Sector/Sub-Sector	Education / Secondary education	Co-Financers	16,000,000	46,000,000
	*Beneficiary	Budget, Planning & External Policy Activ	*Theme/Sub-Theme		HUMAN DEVELOPMENT / Universal Education
	*Rationale	All aspects of the project will contribute to the realization of the SDG-4 goals aiming to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The Project derives from the National Development Strategy (2016-2030) and the National Strategy of Education Development (2020). The NSED guides the Government's efforts in reforming the sector aimed at modernizing educational content, improving learning outcome, increasing school attendance rates, addressing gender inequalities and ensuring effective and efficient delivery of education services and access to relevant and quality education for all. This project is also consistent with the IsDB's 10-Year Strategy and the IsDB President's Five-Year Program of providing inclusive, high-quality and relevant education that ensures lifelong learning for sustained poverty reduction and shared economic growth.			
	*Objective	The project aims at: i) Enhancing access to quality education facilities in the selected districts; ii) Improving the efficacy of the Competency-Based Education (CBE) by reducing the gap between declared and implemented curriculum; supporting reform in assessment practices and stock-taking of various activities for effective implementation of CBE; and, iii) Supporting education sector policy, planning and evidence based resource allocation through strengthening of the EMIS and its piloting in the project area.			
	*Scope	The project is composed of following components: i) Enhancing access to quality education facilities in selected districts; ii) Improving competency based education through competency based curriculum rollout, learning assessment and stock-taking of CBE based interventions; iii) Upgrading/modernization of the Education Management Information System (EMIS); and, iv) Support to project implementation and management.			
	*Project Locations	The project will be located in 18 districts of Khatlon and Dushanbe Regions of Tajikistan.	*Implem. Period		48 months

Section B: Financing Plan By MoF with Co-Financing (RRP version)

*Operation/Fund	Step	*Curr	*Amount	*Amt (USD)	%	*Budg Year	*Appr. (Pln)	*Sign. (Pln)	*Eff. (Pln)	*PFDD (Pln)	*PLDD (Pln)	Rate	*Grace	*Gest. End	Serv.Fee	Intiv	Gest. Ref.	Repay
TJK1025-10001258-Loan / OGR	No Step	USD	10,000,000	10,000,000	22%	2019	15.12.19	31.05.20	30.09.20	01.01.21	30.12.24	Fixed	4y 48m	31.05.28				
TJK1025-60000544-Inst. Sale / OGR	No Step	USD	10,000,000	10,000,000	22%	2019	15.12.19	31.05.20	01.01.21	01.01.21	31.12.23	Float to Fixed	4y	01.01.25				USD SWAP 10 Y
TJK1025-10001258-Loan ISFD / ISFD	No Step	USD	10,000,000	10,000,000	22%	2019	15.12.19	31.05.20	30.09.20	01.01.21	30.05.24	Fixed	4y	31.05.24				1.23
<b>Total Planned</b>			<b>30,000,000</b>	<b>30,000,000</b>	<b>65%</b>													
<b>Other Co-financers</b>																		
Government of Tajikistan		USD	6,000,000	6,000,000	13%													
PARTNERS		USD	10,000,000	10,000,000	22%													
<b>Total Planned</b>			<b>16,000,000</b>	<b>16,000,000</b>	<b>35%</b>													
<b>Grand Total Planned</b>			<b>46,000,000</b>	<b>46,000,000</b>	<b>100%</b>													

Section C: Financing Plan By Component RRP version

USD	IDB			Total IDB	GoT	Total Gov. P	Co-Financers		Total
	Inst. Sale	No Step Loan	Loan ISFD				Total Co-Financers		
1.Access to Education Facilities	9,210,000	9,110,000	6,850,000	25,170,000	5,590,000	5,590,000	2,880,000	2,880,000	33,640,000
2.Enhancing Competency Based Education							5,620,000	5,620,000	5,620,000
3.Education Management Information System (EMIS)							1,500,000	1,500,000	1,500,000
4.Support to Project Management			2,240,000	2,240,000	140,000	140,000			2,380,000
Base cost	9,210,000	9,110,000	9,090,000	27,410,000	5,730,000	5,730,000	10,000,000	10,000,000	43,140,000
Price Contingencies	360,000	400,000	410,000	1,170,000	110,000	110,000			1,280,000
Physical Contingencies	430,000	490,000	500,000	1,420,000	160,000	160,000			1,580,000
Contingencies	790,000	890,000	910,000	2,590,000	270,000	270,000			2,860,000
<b>Total Planned</b>	<b>10,000,000</b>	<b>10,000,000</b>	<b>10,000,000</b>	<b>30,000,000</b>	<b>6,000,000</b>	<b>6,000,000</b>	<b>10,000,000</b>	<b>10,000,000</b>	<b>46,000,000</b>
GoT	Government of Tajikistan								
P	PARTNERS								

**List of Equipment/Furniture (US\$)**

List of Equipment/Furniture:

SI No	Description	Measure Unit	Quantity per 1200 student s x 1 school	Quantity per 640 student s x 2 school	Quantity per 240 students x 60 school	Quantity per 192 students x 8 school	Quantity Educatio n Departm ent x 4 Dep.	Total Quantity	Unit Price in US\$	Total Price in US\$
<b>1. Furniture</b>										
<b>1.1. Tables</b>										
1	2-seated students table	nos.	600	640	7212	780		9232	35.00	323120.00
2	Student's table with two places and wash basin for laboratory of chemistry	nos.	24	24	720	96		864	200.00	172800.00
3	Student's table with two places for the cabinet of biology	nos.	24	24	720	96		864	200.00	172800.00
4	Student's table with two places and wash basin for laboratory of physics	nos.	24	24	720	96		864	200.00	172800.00
5	Student cabin, complete with stands, partitions, MDF table, cardboard table, glazed)	nos.	24	48	720	96		888	100.00	88800.00
6	Drawing table for students with single board	nos.	24	48	720	96		888	100.00	88800.00
7	Drawing table for teacher	nos.	1	2	60	8		71	40.00	2840.00
8	Writing single bed table (Teacher's table)	nos.	120	72	841	81	120	1234	45.00	55530.00
9	Paper table	nos.	130	80	1320	120	160	1810	40.00	72400.00
10	PC table	nos.	225	288	1620	160	120	2413	45.00	108585.00
11	Demo with wash basin to study chemistry	nos.	2	4	60	8		74	100.00	7400.00

12	Demonstrative table to study bioloji	nos.	2	4	60	8		74	100.00	7400.00
13	Demonstrative table to study physics	nos.	2	4	60	8		74	100.00	7400.00
14	Demonstrative and cutting table	nos.	1	4				5	150.00	750.00
15	Steel working table	nos.	10	12				22	140.00	3080.00
16	Soiled dish table	nos.	2	2				4	85.00	340.00
17	Dinning table for 4 persons	nos.	100	60				160	70.00	11200.00
18	Writing table with two drawer pedestals for director's room	nos.	1	2	60	8	4	75	150.00	11250.00
19	Study table for library	nos.	2	2	60	8		72	60.00	4320.00
20	Paper table (table for giving the books)	nos.	2	2	60	8		72	60.00	4320.00
21	Head table	nos.	2	4				6	100.00	600.00
22	Journal table	nos.	4	4	60	8	8	84	40.00	3360.00
<b>Total:</b>										<b>1319895.00</b>
<b>1.2. Chairs</b>										
1	Students chair	nos.	1200	1280	14424	1560		18464	15.00	276960.00
2	Director's armchair	шт	1	2	60	8	4	75	50.00	3750.00
3	Armchair for computer desk	nos.	48	48	1440	192	96	1824	45.00	82080.00
4	Stool with leaf seat	nos.	12	24				36	20.00	720.00
5	Chair (medium hard)	nos.	350	220	2400	240	240	3450	25.00	86250.00
6	Chairs for tables in the dining room (semi-soft)	nos.	300	240				540	50.00	27000.00
7	Armchair	nos.	5	6	180	24	120	335	40.00	13400.00
8	Armchairs for assembly hall	nos.	600	400			200	1200	50.00	60000.00
9	Bench for changing the cloths in sporthall (for 2 persons)	nos.	10	20				30	50.00	1500.00
10	Stadium seat	nos.	200	300				500	15.00	7500.00
<b>Total:</b>										<b>559160.00</b>
<b>1.3. Boards</b>										
1	Folding black board	nos.	86	54	600	64		804	45.00	36180.00
2	Class pin board	nos.	340	208	2880	256	120	3804	40.00	152160.00
<b>Total:</b>										<b>188340.00</b>

<b>1.4. Cabinets</b>										
1	Wordrobe for school attributes	nos.	200	120	1800	200	120	2440	45.00	109800.00
2	Cabinet for the director's office	шт	1	2	60	8	4	75	80.00	6000.00
3	Metal tool cupboard	nos.	4	8				12	100.00	1200.00
4	Cabinet for storage of dry products	nos.	4	8				12	80.00	960.00
5	Clean dishes closet	nos.	4	8				12	60.00	720.00
6	Cabinet for medical instruments	nos.	2	4				6	75.00	450.00
7	Individual cabinet for medical personel	nos.	1	2				3	80.00	240.00
8	Library index card box with the capacity of 30 cases	nos.	2	2				4	80.00	320.00
9	Wardrobes for changing dress in sports hall	nos.	24	48				72	40.00	2880.00
<b>Total:</b>										<b>122570.00</b>
<b>1.5. Stillage</b>										
1	Single side tool stillage	nos.	20	20				40	40.00	1600.00
2	Double side bookcase stillage	nos.	40	40			40	120	80.00	9600.00
3	Demo stillage/rack	nos.	2	4			8	14	40.00	560.00
<b>Total:</b>										<b>11760.00</b>
<b>1.6. Installation of apron with curtain</b>										
1	Dimming shutters for office premises	sq.m	2500	1692.00	19200.00	2000.00	600.00	25992.00	9.00	233928.00
2	Installation of curtains, assembly hall	sq.m	55	90.00				145.00	12.00	1740.00
3	Installation of curtain rods in the assembly hall	кв.м	130	230.00				360.00	10.00	3600.00
<b>Total:</b>										<b>239268.00</b>
<b>1.7. Other Furniture</b>										
1	BCloakroom's hanger	nos.	95	60	600	64	40	859	28.00	24052.00
2	Вешалка настенная	шт.	20	20	300	40	20	400	9.00	3600.00
3	Console-mirror	nos.	1	2	60	8	4	75	30.00	2250.00
4	Shelf for school attributes	nos.	10	10	120	8		148	35.00	5180.00



5	Sofa	nos.	4	4	60	8	8	84	250.00	21000.00
6	Csafe	nos.	2	4	60	8	8	82	100.00	8200.00
7	Tribune/platform	nos.	1	2			4	7	60.00	420.00
8	Dustbin	nos.	300	170	2100	200	120	2890	20.00	57800.00
9	Carpet	шт.	6	8	120	16	60	210	80.00	16800.00
10	Rug	nos.	10	12	120	16	40	198	40.00	7920.00
11	Plate indicating the name of Investor, Purchaser, Consultant, Contractor and Supplier in Tajik and English languages	nos.	1	2	60	8	4	75	30.00	2250.00
<b>Total:</b>										<b>149472.00</b>
<b>Total Furniture:</b>										<b>2590465.00</b>
<b>2. Equipment</b>										
<b>2.1. Office equipment</b>										
1	Desk Top Computer with Accessories for teachers and students	set	225	144	1620	160	120	2269	350.00	794150.00
2	Laptop computer	nos	2	4	60	8	8	82	400.00	32800.00
3	Source of power supply without failures	nos	225	144	1620	160	120	2269	50.00	113450.00
4	Automatic voltage regulator (UPS)	nos	225	144	1620	160	120	2269	50.00	113450.00
5	Headphones	nos	225	144	1620	160	120	2269	5.00	11345.00
6	Set of headphones and microphone	nos	48	48	1440	192	120	1848	7.00	12936.00
7	Loud speaker	set	225	144	1620	160	120	2269	10.00	22690.00
8	Switch 100 Mbit for 16 persons, UTP cable of 5th category, electric cable, sockets, cable	set	2	4	120	16	8	150	65.00	9750.00
9	Network cabling including all materials & accessories	ml	250	500	7500	1000	500	9750	1.00	9750.00
10	Screen (with ceiling installation package)	nos	12	12	240	32	4	300	70.00	21000.00
11	Multimedia projector (with ceiling installation package)	nos	12	12	240	32	4	300	500.00	150000.00

12	Inter active white board for Assembly hall	set	4	4	60	8	4	80	700.00	56000.00
13	Laser printer (HP)	nos	6	6	120	16	120	268	85.00	22780.00
14	Copying machine (A-4)	nos	4	4	60	8	8	84	110.00	9240.00
15	Scanner	nos	2	2	60	8	4	76	50.00	3800.00
16	Video camera	nos	1	2	60	8	4	75	300.00	22500.00
17	Digital camera	шт	1	2	60	8	4	75	180.00	13500.00
18	Outdoor dome color security video surveillance camera	nos	10	16	240	32	32	330	28.00	9240.00
19	The interior color dome camera for video surveillance	nos	75	48	600	64	40	827	28.00	23156.00
20	Digital video recorder (base) for video surveillance	шт	1	2	60	8	4	75	125.00	9375.00
21	Power supply for cameras and recorder	шт	1	2	60	8	4	75	15.00	1125.00
22	Monitor	шт	1	2	60	8	4	75	70.00	5250.00
23	Colour TV	nos	6	8	120	16	16	166	280.00	46480.00
24	DVD player	nos	1	2	60	8	4	75	20.00	1500.00
25	Air conditioner	nos	20	24	300	40	120	504	220.00	110880.00
26	Water heater	nos	10	10				20	130.00	2600.00
<b>Total:</b>										<b>1628747.00</b>
<b>2.2. Inventory</b>										
1	Vacuum cleaner	nos	4	4	60	8	8	84	45.00	3780.00
2	Power generator	nos	2	2	60	8	4	76	500.00	38000.00
3	Bayonet shovel	nos	100	60	900	120	40	1220	4.00	4880.00
4	Scoop	nos	100	60	900	120	40	1220	4.00	4880.00
5	Bucket	nos	100	60	900	120	40	1220	2.00	2440.00
6	Mop	nos	100	60	900	120	40	1220	2.00	2440.00
7	Broom	nos	100	60	900	120	40	1220	2.00	2440.00
8	Hatchet	nos	50	30	600	80	20	780	2.00	1560.00
9	Hammer	nos	50	30	600	80	20	780	2.00	1560.00
10	Watering hose	nos	200	200	3600	480	400	4880	1.00	4880.00
11	Fresh water tank	nos	4	2	60	8	4	78	80.00	6240.00

12	Scaling-ladder	nos	4	2	60	8	4	78	40.00	3120.00
13	Lawn mover	nos	2	2	60	8	4	76	120.00	9120.00
14	Fire-extinguisher	nos	80	40	600	80	40	840	10.00	8400.00
<b>Total:</b>										<b>93740.00</b>
<b>2.3. Kitchen</b>										
1	Electrical stove with 4 burners and cooker hood	nos	4	4				8	800.00	6400.00
2	Tray and cutlery dispenser	nos	2	2				4	50.00	200.00
3	Self service counter rail	ml	4	4				8	50.00	400.00
4	Electrical display hot counter	nos	2	2				4	100.00	400.00
5	Display counter	nos	2	2				4	500.00	2000.00
6	Continuous Electroboiler	nos	2	2				4	200.00	800.00
7	Electrical backing oven with 2 sections - 3-02	nos	2	2				4	1,000.00	4000.00
8	Tank for the collection of food waste	шт	4	4				8	30.00	240.00
9	Double section washing basin	nos	4	4				8	100.00	800.00
10	Refrigerated cabinet with 2 sections	nos	2	2				4	1,000.00	4000.00
11	Refrigerator	nos	2	2				4	140.00	560.00
12	Microwave oven	шт	2	2				4	100.00	400.00
13	Meat grinder on 120 kg/hour	шт	2	2				4	200.00	800.00
14	Mechanic scales 20 kg	nos	2	2				4	100.00	400.00
15	Balance 100 kg	nos	2	2				4	100.00	400.00
16	Small cart for utensils	nos	2	2				4	140.00	560.00
17	4 wheeled goods trolley	nos	2	2				4	220.00	880.00
18	Deep plate for 1-item food	nos	300	300				600	1.00	600.00
19	Small plate for 2-item food	nos	300	300				600	1.00	600.00
20	Spoons	nos	300	300				600	0.20	120.00
21	Forks	nos	300	300				600	0.20	120.00
22	Glass	nos	300	300				600	0.50	300.00

23	Set of kitchen knives	set	4	4				8	10.00	80.00
24	Set of saucepans	set	2	2				4	65.00	260.00
25	Set of soup ladles	set	2	2				4	10.00	40.00
26	Cauldron with a flat bottom	шт	2	2				4	30.00	120.00
27	Set of cutting boards	к-т	4	4				8	10.00	80.00
28	large pans	шт	5	4				9	40.00	360.00
29	Kettles	шт	50	50				100	2.50	250.00
30	Piala	шт	300	300				600	0.50	300.00
31	Trays	шт	100	100				200	4.00	800.00
32	Enamel basin for cleaning vegetables and side dishes	шт	4	2				6	12.00	72.00
33	Gas stove (2-burner) with two filled gas cylinders with gears	к-т	4	4				8	200.00	1600.00
<b>Total:</b>										<b>28942.00</b>
<b>2.4. First-aid post</b>										
1	Medical floor scales	шт	2	2				4	140.00	560.00
2	Stadiometer (measures growth standing).	шт	2	2				4	100.00	400.00
3	Couch medical viewing KSM.	шт	2	2				4	200.00	800.00
4	Dental unit with chair	шт	2	2				4	2,500.00	10,000.00
5	Dentist chair	шт	2	2				4	100.00	400.00
6	Set of dental instruments	к-т	2	2				4	200.00	800.00
7	Dental compressor	шт	2	2				4	400.00	1,600.00
8	Sterilizer for medical instruments	шт	2	2				4	1,000.00	4,000.00
9	First-aid kit for wall (4.2 kg)	шт	2	2				4	30.00	120.00
10	Three-leaved screen on wheels	шт	2	2				4	130.00	520.00
11	Soft folding stretcher	шт	2	2				4	70.00	280.00
12	Medical mercurial thermometer	шт	2	2				4	2.00	8.00
13	Kidney-shaped tray, LMP-260, stainless steel	шт	2	2				4	10.00	40.00
14	T / c scissors, straight, 140mm	шт	2	2				4	5.00	20.00
15	Forceps anatomical FA-150	шт	2	2				4	3.00	12.00

16	Mechanical tonometer (with a children's and adult cuff)	шт	2	2				4	20.00	80.00
<b>Total:</b>										<b>19640.00</b>
<b>2.5. Musical instruments</b>										
1	Set of national instruments consisting of 12 items	set	1	2	60	8		71	1000.00	71000.00
2	Set of vocal-instrumental ensemble consisting of 8 items	set	1	2	60	8		71	1200.00	85200.00
3	Set of sound amplifier	set	1	2	60	8		71	800.00	56800.00
4	Piano	nos	1	2				3	1100.00	3300.00
<b>Total:</b>										<b>216300.00</b>
<b>2.6. Sports Hall/GYM</b>										
1	Gymnastic wall 0,8x2,4	nos	10	20				30	150.00	4500.00
2	Gymnastic horizontal bar	nos	1	2				3	200.00	600.00
3	Gymnastic wall bars	nos	1	2				3	280.00	840.00
4	Children's gymnastic horse	nos	1	2				3	200.00	600.00
5	Children's gymnastic goat	nos	1	2				3	200.00	600.00
6	Gymnastic bench	nos	10	20				30	40.00	1200.00
7	Basketball play boards with beam and basket	set	1	2				3	350.00	1050.00
8	Gymnastic mats	nos	40	80				120	40.00	4800.00
9	Gymnastic balance beam	nos	1	2				3	100.00	300.00
10	Set for table tennis (including table, rackets, net and balls)	set	1	2				3	300.00	900.00
11	Volleyball stand	set	1	2				3	100.00	300.00
12	Volleyball net	nos	4	8				12	30.00	360.00
13	High-jump stand upto 3m	set	1	2				3	100.00	300.00
14	Block expander	nos	10	20				30	1.50	45.00
15	Tug rope	nos	2	4				6	50.00	300.00
16	Climbing rope (5m)	nos	2	4				6	50.00	300.00
17	Sectional dumbbells (upto 42 kg)	set	2	4				6	40.00	240.00
18	Weight 16 kg, 24 kg, 32 kg	set	2	4				6	50.00	300.00
19	Throwing garnet 0,5 kg (5 nos)	set	1	2				3	20.00	60.00

20	Basketball balls	nos	10	20				30	12.00	360.00
21	Volleyball balls	nos	10	20				30	10.00	300.00
22	Football balls	nos	10	20				30	10.00	300.00
23	Handball balls	nos	5	10				15	10.00	150.00
24	Universal set of balls	nos	2	4				6	10.00	60.00
25	Set of badminton	set	2	4				6	10.00	60.00
26	Gymnastic skipping rope	nos	15	30				45	3.00	135.00
27	Children's gymnastic hoop (plastic)	nos	10	20				30	3.00	90.00
28	Adult's gymnastic hoop (metal)	nos	10	20				30	6.00	180.00
29	Roulette 20m	nos	1	2				3	4.00	12.00
30	Whistle	nos	2	4				6	1.00	6.00
31	Mechanical stopwatch with two buttons	nos	2	4				6	15.00	90.00
32	Shot 5,5 kg	nos	3	6				9	20.00	180.00
33	Dominoes	nos	3	6				9	3.00	27.00
34	Chess	nos	3	6				9	8.00	72.00
35	Draughts	nos	3	6				9	5.00	45.00
36	Megaphone (loudspeaker)	nos	1	2				3	15.00	45.00
37	Teenage sportswear three sizes for grades 9-11	set	120	120				240	30.00	7200.00
38	Sportswear for trainer	set	1	2				3	50.00	150.00
39	Three-sided power simulator	set	1	2				3	500.00	1500.00
40	Exerciser unilateral power	set	1	2				3	450.00	1350.00
41	Simulator lounge with a barbell	set	1	2				3	300.00	900.00
42	Тренажер «Степ»	set	1	2				3	300.00	900.00
43	Вело-тренажер	set	1	2				3	300.00	900.00
<b>Total:</b>										<b>32607.00</b>
<b>2.7. Cabinet of domestic science</b>										
1	Fitting-room	nos	1	2				3	50.00	150.00
2	Mannequin	set	1	2				3	80.00	240.00

3	Sewing machine (no less than 21 stitches)	nos	24	24				48	180.00	8640.00
4	Sewing machine (no less than 21 stitches)	nos	2	2				4	180.00	720.00
5	Iron	nos	4	4				8	20.00	160.00
6	Ironing board	nos	4	4				8	10.00	80.00
7	Set of needle	set	20	20				40	2.00	80.00
8	Cloth-cutting scissors	nos	20	20				40	5.00	200.00
9	Overstitching machine / zigzagger	nos	2	2				4	150.00	600.00
10	Metre measure	nos	20	20				40	1.00	40.00
11	2 camphores electric cooker	nos	2	2				4	20.00	80.00
12	Refrigerator	nos	1	2				3	180.00	540.00
13	Electrical kettle	nos	2	2				4	20.00	80.00
14	Microwave	nos	2	2				4	90.00	360.00
15	Toster	nos	2	2				4	30.00	120.00
16	Mixer/blender	nos	2	2				4	40.00	160.00
17	Tea set for 10 persons	set	2	2				4	30.00	120.00
18	Set of deinnerware	set	2	2				4	20.00	80.00
19	Set of tableware	set	2	2				4	20.00	80.00
20	Set of knife	set	2	2				4	10.00	40.00
21	Set of breadboard	set	2	2				4	10.00	40.00
22	Manual meat chopper / mincing machine	nos	2	2				4	20.00	80.00
23	Cooking 20 (samples)	set	2	2				4	10.00	40.00
24	Safety cooking measures - 10 nos. double sided, A2 format	set	2	2				4	10.00	40.00
<b>Total:</b>										<b>12770.00</b>
<b>2.8. Combined workshop for wood and metal works</b>										
1	Vertical drilling machine BCH-1 ,037 kW	nos	1	2				3	500.00	1500.00
2	Machine grinder 93 for school	nos	1	2				3	300.00	900.00

3	Table lathe machine TH1/TSh3(150x350/400)	nos	1	2				3	1500.00	4500.00
4	Screw-cutting machine with stand TV 7M	nos	1	2				3	2000.00	6000.00
5	Beam compass/beam trammels	nos	5	10				15	10.00	150.00
6	Metal brush	nos	15	30				45	1.00	45.00
7	Metalworker's workbench (with binding clamp)	nos	12	24				36	100.00	3600.00
8	Metal ruller	nos	5	10				15	3.50	52.50
9	Scissors for metal	nos	5	10				15	2.00	30.00
10	Protective glasses	nos	30	60				90	1.50	135.00
11	Metalworker's cutter	set	1	2				3	5.00	15.00
12	Wrench (key)	set	1	2				3	8.00	24.00
13	Dump hammer	nos	2	4				6	5.00	30.00
14	Hammer for metalworks	nos	2	4				6	2.00	12.00
15	Set of screwdrivers 5 nos	set	1	2				3	4.00	12.00
16	Set of drills	set	2	4				6	8.00	48.00
17	Set of rasp-files / rifflers	set	1	2				3	8.00	24.00
18	Hacksaw for metal	nos	5	10				15	8.00	120.00
19	Blade hacksaw	nos	15	30				45	0.50	22.50
20	Adjustable wrench/key	nos	5	10				15	2.00	30.00
21	Pipe wrench	nos	5	10				15	5.00	75.00
22	Placard "Safety measurement during metal works" (5 placards)	set	1	2				3	10.00	30.00
23	Placard "Manual tools for metalworks" (3 placards)	set	1	2				3	10.00	30.00
24	Placard "Electrical tool" (2 pl.)	set	1	2				3	10.00	30.00
25	Placard (Elect. safety by voltage upto 1000 kW (4 pl)	set	1	2				3	10.00	30.00
26	Vertical drilling machine with stand BCH-1 0,37 kW	nos	1	2				3	800.00	2400.00
27	Woodworking machine with stand STD 120m	nos	1	2				3	1000.00	3000.00
28	Electric drill	nos	1	2				3	50.00	150.00



29	Metal plane	nos	1	2				3	10.00	30.00
30	Metal rule	nos	5	10				15	2.00	30.00
31	Roulette 5m	nos	5	10				15	2.00	30.00
32	Hacket / axe	nos	8	16				24	5.00	120.00
33	Hammer 0,6 kg	nos	2	4				6	5.00	30.00
34	Electrical soldering iron 80 Vt 220V	nos	5	10				15	10.00	150.00
35	Electrical compass saw	nos	1	1				2	50.00	100.00
36	Electrical plane	nos	1	1				2	50.00	100.00
37	Electrical sharpener	nos	1	1				2	50.00	100.00
38	Combined electric saw	nos	1	1				2	100.00	200.00
39	Two-handed saw 1000m	nos	4	8				12	10.00	120.00
40	Wooden hacksaw	nos	4	8				12	5.00	60.00
41	Set of cutters	set	1	2				3	5.00	15.00
42	Set of screwdrivers 5 nos	set	5	10				15	5.00	75.00
43	Set of drills	set	1	2				3	5.00	15.00
44	Construction level	nos	5	10				15	5.00	75.00
45	Placard "Safety measures during woodworks" (5 nos)	set	1	2				3	8.00	24.00
46	Placard (Elect. safety by voltage upto 1000 kW (4 pl)	set	1	2				3	8.00	24.00
<b>Total:</b>										<b>24293.00</b>
<b>Total equipment:</b>										<b>2057039.00</b>
<b>3. laboratory equipment</b>										
<b>3.1. Laboratory of chemistry</b>										
1	Table "Mendeleev periodic table" (168 x 120) vinyl	nos	2	2	60	8		72	15.00	1080.00
2	Set of "Organic elements"	nos	10	10	300	40		360	15.00	5400.00
3	Set of "Sulfate, sulfite"	nos	10	10	300	40		360	15.00	5400.00
4	Set of "Halogens"	nos	10	10	300	40		360	15.00	5400.00
5	Set of chemical reagents "Acids"	nos	10	10	300	40		360	15.00	5400.00
6	Set of "Indicators"	nos	10	10	300	40		360	15.00	5400.00
7	Set of "Metals, oxides"	nos	10	10	300	40		360	15.00	5400.00
8	Set of "Chrome compound"	nos	2	2	60	8		72	15.00	1080.00

9	Set of "Manganese compound"	nos	10	10	300	40		360	15.00	5400.00
10	Set of "Nitrates"	nos	10	10	300	40		360	15.00	5400.00
11	Set of chemical utensils	set	24	24	720	96		864	15.00	12960.00
12	Spirit lamp	nos	24	24	720	96		864	15.00	12960.00
13	Laboratory holder	nos	24	24	720	96		864	15.00	12960.00
14	Microscope for teacher "Micromed"	nos	2	2	60	8		72	95.00	6840.00
15	Set of flasks and jars	set	24	24	720	96		864	10.00	8640.00
16	Rubber gloves	nos	24	24	720	96		864	1.00	864.00
17	Funnel 250 ml	nos	10	10	300	40		360	2.00	720.00
18	Measuring flask with probe 1000 ml	nos	10	10	300	40		360	5.00	1800.00
19	Holder for test tubes 20 ns	nos	24	24	720	96		864	5.00	4320.00
20	Demo spirit lamp	nos	2	2	60	8		72	10.00	720.00
21	Laboratory thermometer (0-100 degrees Celsius)	nos	24	24	720	32		800	5.00	4000.00
22	Screw clamp	nos	24	24	720	96		864	2.00	1728.00
23	Test tube clamp	nos	24	24	720	96		864	2.00	1728.00
24	Spoon for chemical agent burning	nos	2	2	60	8		72	2.00	144.00
25	Doser spoon	nos	24	24	720	96		864	1.00	864.00
26	Indicator paper (1 package - 100 sheets)	nos	6	6	180	24		216	1.00	216.00
27	Filter paper	nos	6	6	180	24		216	1.00	216.00
28	Training electronic scales 2 kg	nos	2	2	60	24		88	48.00	4224.00
29	Portraits for chemistry room	set	2	2	60	24		88	20.00	1760.00
30	Safety regulations (100x70)	nos	2	2	60	24		88	10.00	880.00
31	Tables "Nucleic acids"	nos	10	10	300	40		360	5.00	1800.00
32	Tables "Nomenclature"	nos	10	10	300	40		360	5.00	1800.00
33	Tables "Elements structure"	nos	16	16	480	64		576	5.00	2880.00
34	Tables "Chemical reaction"	nos	6	6	180	24		216	5.00	1080.00
35	Tables "Rules for execution of chemical laboratory works"	nos	6	6	180	24		216	5.00	1080.00

36	Tables "Organic chemistry"	nos	6	6	180	24		216	5.00	1080.00
37	Video films (CD)	set	2	2	60	8		72	1.00	72.00
<b>Total:</b>										<b>133696.00</b>
<b>3.2. Laboratory of biology</b>										
1	Homo's skeleton	nos	2	2	60	8		72	50.00	3600.00
2	Fish's skeleton	nos	2	2	60	8		72	5.00	360.00
3	Скелет лягушки	nos	2	2	60	8		72	5.00	360.00
4	Dove's skeleton	nos	2	2	60	8		72	5.00	360.00
5	Rabbit's skeleton	nos	2	2	60	8		72	15.00	1080.00
6	Main types of plants	set	2	2	60	8		72	15.00	1080.00
7	Trees and shrubberys	set	2	2	60	8		72	15.00	1080.00
8	Medicinal plants	set	2	2	60	8		72	15.00	1080.00
9	Cultivated plants	set	2	2	60	8		72	15.00	1080.00
10	Vegetables	set	2	2	60	8		72	15.00	1080.00
11	Fruits	set	2	2	60	8		72	15.00	1080.00
12	Roots and fruits	set	2	2	60	8		72	15.00	1080.00
13	Microscope for teacher "Micromed"	nos	2	2	60	8		72	100.00	7200.00
14	Training microscopes	nos	24	24	720	32		800	75.00	60000.00
15	Training scales with weights upto 200 g	nos	24	6	720	32		782	20.00	15640.00
16	Laboratory thermometer (0-100 degrees Celsius)	nos	24	24	720	32		800	1.00	800.00
17	Herbarium for lessons of General biology	nos	2	2	60	8		72	50.00	3600.00
18	Internal constitution of rabbit	nos	2	2	60	8		72	10.00	720.00
19	Internal constitution of frog	nos	2	2	60	8		72	10.00	720.00
20	Internal constitution of dove	nos	2	2	60	8		72	10.00	720.00
21	Internal constitution of fish	nos	2	2	60	8		72	10.00	720.00
22	Internal constitution of lizard	nos	2	2	60	8		72	10.00	720.00
23	Swan mussel	nos	2	2	60	8		72	5.00	360.00
24	Nereid	nos	2	2	60	8		72	5.00	360.00

25	Constitution of the whelk/gasteropoda mollusk	nos	2	2	60	8		72	5.00	360.00
26	Triton	nos	2	2	60	8		72	5.00	360.00
27	Eyeball	nos	2	2	60	8		72	5.00	360.00
28	Tooth	nos	2	2	60	8		72	5.00	360.00
29	DNA-structure (deoxyribonucleic acid)	nos	2	2	60	8		72	10.00	720.00
30	Brain-structure	nos	2	2	60	8		72	10.00	720.00
31	Heart	nos	2	2	60	8		72	10.00	720.00
32	Homo's ear	nos	2	2	60	8		72	10.00	720.00
33	Homo's brain (with colored bones)	nos	2	2	60	8		72	10.00	720.00
34	Muscle man	nos	2	2	60	8		72	10.00	720.00
35	Respiratory system and esophagus person	nos	2	2	60	8		72	10.00	720.00
36	Internal human organs	nos	2	2	60	8		72	10.00	720.00
37	Leather sectional	nos	2	2	60	8		72	10.00	720.00
38	Kidney in the cut	nos	2	2	60	8		72	10.00	720.00
39	Liver in the cut	nos	2	2	60	8		72	10.00	720.00
40	Set of lens/glass	set	2	2	60	8		72	5.00	360.00
41	Forceps	nos	24	24	720	32		800	1.00	800.00
42	Test tube clamp TC	nos	24	24	720	32		800	1.00	800.00
43	Laboratory spirit lamp	nos	24	24	720	32		800	10.00	8000.00
44	Rack for test tubes	nos	24	24	720	32		800	10.00	8000.00
45	Portraits for biology room	set	2	2	60	8		72	10.00	720.00
46	Tables "Biology: Plants. Bacteriums. Mushrooms. Lichens" (14 nos)	set	2	2	60	8		72	10.00	720.00
47	Tables "Biology: Animals"	set	2	2	60	8		72	10.00	720.00
48	Tables "Biology: Plants. Cellular texture "	set	2	2	60	8		72	10.00	720.00

49	Tables "Biology: Familiarization with flowering plants"	set	2	2	60	8		72	10.00	720.00
50	Tables "Plant is a living organism"	set	2	2	60	8		72	10.00	720.00
51	Tables "Plants and environment"	set	2	2	60	8		72	10.00	720.00
52	Tables "Constitution of homo's body"	set	2	2	60	8		72	10.00	720.00
53	Videofilms for Biology (CD)	set	2	2	60	8		72	10.00	720.00
<b>Total:</b>										<b>138680.00</b>
<b>3.3. Laboratory of physics and astronomy</b>										
<b>Laboratory facilities for physics</b>										
1	Sound generator HCh	nos	2	2	60	8		72	100.00	7200.00
2	Pressure transducer	nos	2	2	60	8		72	95.00	6840.00
3	Maxwell's pendulum	nos	2	2	60	8		72	20.00	1440.00
4	Newton's tube	nos	2	2	60	8		72	10.00	720.00
5	Pascal's sphere	nos	2	2	60	8		72	10.00	720.00
6	Arched magnet	nos	24	24	720	96		864	2.00	1728.00
7	Pole magnet	nos	24	24	720	96		864	2.00	1728.00
8	Electrometer with tools	nos	2	2	60	8		72	20.00	1440.00
9	Laboratory amperemeter	nos	24	24	720	96		864	30.00	25920.00
10	Laboratory voltmeter	nos	24	24	720	96		864	30.00	25920.00
11	Laboratory thermometer (0-100 degrees Celsius)	nos	24	24	720	96		864	2.00	1728.00
12	Laboratory dynamometer	nos	24	24	720	96		864	30.00	25920.00
13	Laboratory rheostat-potentiometer RP-6M	nos	24	24	720	96		864	30.00	25920.00
14	Research compass	nos	24	24	720	96		864	2.00	1728.00
15	Laboratory coil	nos	24	24	720	96		864	5.00	4320.00
16	Rectifier	nos	2	2	60	8		72	5.00	360.00
17	Low-voltage power unit	nos	2	2	60	8		72	50.00	3600.00
18	High-voltage power unit	nos	2	2	60	8		72	50.00	3600.00
19	Прибор для определения сопротивления	nos	24	24	720	96		864	50.00	43200.00

20	Electronic training oscilloscope / oscillograph	nos	2	2	60	8		72	200.00	14400.00
21	Archimedean bucket	nos	2	2	60	8		72	5.00	360.00
22	Demo dynamometer DD	nos	2	2	60	8		72	10.00	720.00
23	Open demo manometer / pressure gauge	nos	2	2	60	8		72	10.00	720.00
24	Universal transformer	nos	2	2	60	8		72	95.00	6840.00
25	Training scales with weights upto 200 g	nos	24	24	720	96		864	30.00	25920.00
26	Set of connecting wires	nos	24	24	720	96		864	5.00	4320.00
27	Laboratory milliammeter	nos	2	2	60	8		72	15.00	1080.00
28	Galvanometr	nos	24	24	720	96		864	15.00	12960.00
29	Laboratory unipolar switch	nos	24	24	720	96		864	2.00	1728.00
30	Laboratory bipolar/doublepolar switch	nos	24	24	720	96		864	2.00	1728.00
31	Rular RLn	nos	24	24	720	96		864	5.00	4320.00
32	Laboratory set for mechanics	nos	24	24	720	96		864	50.00	43200.00
33	Laboratory set for electrodynamics	nos	24	24	720	96		864	50.00	43200.00
34	Laboratry set for optics	nos	24	24	720	96		864	50.00	43200.00
35	Laboratory set for thermodynamics	nos	24	24	720	96		864	50.00	43200.00
36	Laboratory set for thermal/heat effects	nos	24	24	720	96		864	50.00	43200.00
37	Set for radio communication studying	nos	2	2	60	8		72	50.00	3600.00
38	Tables (Quantum physics)	nos	10	10	300	40		360	15.00	5400.00
39	Tables (Thermodynamics)	nos	10	10	300	40		360	15.00	5400.00
40	Tables (Electrodynamics)	nos	10	10	300	40		360	15.00	5400.00
41	Tables (Electrostatics)	nos	10	10	300	40		360	15.00	5400.00
42	Tables (molecular-kinetic theory)	nos	10	10	300	40		360	15.00	5400.00
43	International SI system (100 x 140)	nos	2	2	60	8		72	15.00	1080.00

44	Mendeleev periodic table (140 x 100)	nos	2	2	60	8		72	15.00	1080.00
45	Portraits for physics room	set	2	2	60	8		72	30.00	2160.00
46	Physical quantities & fundamental constant (100 x 140)	nos	2	2	60	8		72	5.00	360.00
47	Electromagnetic spectrum	nos	2	2	60	8		72	5.00	360.00
48	electromagnetic spectrum (60 x 1,60 + 3 tables)	set	2	2	60	8		72	5.00	360.00
49	Vidio films on physics (CD)	set	2	2	60	8		72	1.00	72.00
<b>Laboratory facilities for astronomy</b>										
51	Transfer globe of sky of stars d=120	nos	24	24	720	96		864	15.00	12960.00
51	Moon globe	nos	2	2	60	8		72	15.00	1080.00
51	Transfer Moon globe d=120	nos	24	24	720	96		864	15.00	12960.00
51	Globe of Mars	nos	2	2	60	8		72	15.00	1080.00
51	Celestial map	nos	2	2	60	8		72	15.00	1080.00
51	Set of tables for astronomy	nos	24	24	720	96		864	5.00	4320.00
51	Model of planetary system	nos	2	2	60	8		72	30.00	2160.00
52	Movable map of the sky stars	nos	24	24	720	96		864	30.00	25920.00
53	Table "From big explosion till nowadays" (10 tables)	nos	2	2	60	8		72	5.00	360.00
54	Telescope	nos	2	2	60	8		72	180.00	12960.00
<b>Total:</b>										<b>586080.00</b>
<b>3.4. Maths room</b>										
1	Ruler for the classroom 1 meter	nos	24	24	720	96		864	1.00	864.00
2	Transporter for classroom TrK-M	nos	24	24	720	96		864	2.00	1728.00
3	Angle UKL-60	nos	24	24	720	96		864	2.00	1728.00
4	School's compass	nos	24	24	720	96		864	2.00	1728.00
5	Plastic geometrical figures	set	2	2	60	8		72	50.00	3600.00
6	Set of magnetic numerals/figures, letter, signs for secondary schools	set	2	2	60	8		72	10.00	720.00
7	Set "Geometric bodies"	set	2	2	60	8		72	20.00	1440.00

8	Calculator	nos	24	24	720	96		864	5.00	4320.00
9	Portraits for the maths room (15 portraits)	set	2	2	60	8		72	20.00	1440.00
10	Tables "Vectors" (6 tables)	set	2	2	60	8		72	5.00	360.00
11	Tables "Graph of functions" (10 tables)	set	2	2	60	8		72	5.00	360.00
12	Tables "Polyhedron" (11 tables)	set	2	2	60	8		72	5.00	360.00
13	Tables "Polygons" (7 tables)	set	2	2	60	8		72	5.00	360.00
14	Tables "Disparity and their solution" (13 tables)	set	2	2	60	8		72	5.00	360.00
15	Table "Using of derived table" (12 nos)	set	2	2	60	8		72	5.00	360.00
16	Table "Trigonometric functions" (8 tables)	set	2	2	60	8		72	5.00	360.00
17	Table "Triangle" (14 tables)	set	2	2	60	8		72	5.00	360.00
18	Table "Trigonometric equation" (8 nos)	set	2	2	60	8		72	5.00	360.00
19	Tables "Mathematics" for 5th grade/class	set	2	2	60	8		72	5.00	360.00
20	Tables "Mathematics" for 5th grade/class	set	2	2	60	8		72	5.00	360.00
21	Tables "Algebra" for 7th grade/class	set	2	2	60	8		72	5.00	360.00
22	Tables "Algebra" for 8th grade/class	set	2	2	60	8		72	5.00	360.00
23	Tables "Algebra" for 9th grade/class	set	2	2	60	8		72	5.00	360.00
24	Tables "Algebra and analysis" for 10th grade/class	set	2	2	60	8		72	5.00	360.00
25	Tables "Geometry" for 7th grade/class	nos	2	2	60	8		72	5.00	360.00
26	Tables "Geometry" for 8th grade/class	nos	2	2	60	8		72	5.00	360.00



27	Tables "Geometry" for 9th grade/class	nos	2	2	60	8		72	5.00	360.00
28	Tables "Geometry" for 10th grade/class	nos	2	2	60	8		72	5.00	360.00
29	Tables "Geometry" for 11th grade/class	nos	2	2	60	8		72	5.00	360.00
30	Tables "Equation. Graphic calculation of equation"	set	2	2	60	8		72	5.00	360.00
<b>Total:</b>										<b>25128.00</b>
<b>3.5. Geography room</b>										
1	Physical globe of Earth d=35	nos	2	2	60	8		72	20.00	1440.00
2	Political globe of Earth d=150M 1:50	nos	2	2	60	8		72	20.00	1440.00
3	Physical globe of Earth d=150 M 1:50 mln	nos	2	2	60	8		72	20.00	1440.00
4	Physical globe of Earth d=150 M 1:83 mln (small)	nos	2	2	60	8		72	20.00	1440.00
5	Compass-azimuth	nos	24	24	720	96		864	5.00	4320.00
6	Hydrometers M-19	nos	2	2	60	8		72	50.00	3600.00
7	Precipitation gauge	nos	2	2	60	8		72	50.00	3600.00
8	Meteorological thermometers (maximum) TM-1 No. 1	nos	2	2	60	8		72	10.00	720.00
9	Distance meter DRU	nos	2	2	60	8		72	10.00	720.00
10	Sight rules LV	nos	2	2	60	8		72	10.00	720.00
11	School level instruments	nos	2	2	60	8		72	100.00	7200.00
12	Tape 10m	nos	2	2	60	8		72	2.00	144.00
13	Pointer	nos	2	2	60	8		72	1.00	72.00
14	School angle meter ShU-VI-1	nos	2	2	60	8		72	2.00	144.00
15	Model of volcano (sectional)	nos	2	2	60	8		72	5.00	360.00
16	Three planet models (Earth, Sun, Moon)	nos	2	2	60	8		72	100.00	7200.00
17	Earth structure	nos	2	2	60	8		72	50.00	3600.00

18	Model of volcano structure (small)	nos	2	2	60	8		72	50.00	3600.00
19	Herbarium for lessons of Biography	nos	2	2	60	8		72	50.00	3600.00
20	Potraits for Geography room	set	2	2	60	8		72	20.00	1440.00
21	Earth and Sun (4 tables ) 68x98	set	2	2	60	8		72	20.00	1440.00
22	Earth as a Planet (8 tables) 68x98	set	2	2	60	8		72	20.00	1440.00
23	Relief (10 tables) 68x98	set	2	2	60	8		72	20.00	1440.00
24	Geography. Continents and Oceans. 7th grade/class	set	2	2	60	8		72	8.00	576.00
25	Geography. Basic course. 6th grade/class	set	2	2	60	8		72	8.00	576.00
26	Economic and Social Geography. 10th grade/class	set	2	2	60	8		72	8.00	576.00
27	Main cultivated plants of the Wors and their native place	nos	2	2	60	8		72	8.00	576.00
28	Zoogeographical map of the World, 4L., M 1:20 mln	nos	2	2	60	8		72	8.00	576.00
29	Climate map of the World 2L, M 1:20 mln	nos	2	2	60	8		72	8.00	576.00
30	Hemispheric map for secondary school 2L., M 1:22 mln	nos	2	2	60	8		72	8.00	576.00
31	Physical map of the oceans 3L., M 1:22 mln	nos	2	2	60	8		72	8.00	576.00
32	Physicial World's map for secondary school 2L., M 1:22 mln	nos	2	2	60	8		72	8.00	576.00
33	Political World's map 4L., M 1:15 mln	nos	2	2	60	8		72	8.00	576.00
34	World's map of the soil 2L., M 1:20 mln	nos	2	2	60	8		72	8.00	576.00
35	Structure of the Earth crus and minerals of the World M 1:20	nos	2	2	60	8		72	8.00	576.00

36	Australia and New Zealand, physical map, 2L., M 1:6mln	nos	2	2	60	8		72	8.00	576.00
37	Africa, physical map, 2L., M 1:8mln	nos	2	2	60	8		72	8.00	576.00
38	Europe, physical map, 4L., M 1:4mln	nos	2	2	60	8		72	8.00	576.00
39	Western hemisphere. Eastern hemisphere, physical map 1L. Cardboard	nos	2	2	60	8		72	8.00	576.00
40	North America, physical map, 2L., M 1:18	nos	2	2	60	8		72	8.00	576.00
41	South America, physical map, 2L., M 1:18	nos	2	2	60	8		72	8.00	576.00
42	Tajikistan and neighbouring countries, political and administrative	nos	2	2	60	8		72	8.00	576.00
<b>Total:</b>										<b>62064.00</b>
<b>3.6. Drawing and visual room</b>										
1	Set of drawings and copies (9 nos)	nos	24	24	720	96		864	15.00	12960.00
2	Drawing kit (14 nos)	nos	24	24	720	96		864	15.00	12960.00
3	Table easel for painting and exposition	nos	24	24	720	96		864	5.00	4320.00
4	Easel painting (masive)	nos	2	2	60	8		72	60.00	4320.00
5	Board for drawinf (format A3)	nos	24	24	720	96		864	10.00	8640.00
6	Wooden rule	nos	10	10	300	40		360	1.00	360.00
7	Angle for the blackboard	nos	10	10	300	40		360	1.00	360.00
8	Compass	nos	10	10	300	40		360	1.00	360.00
9	Pointer	nos	10	10	300	40		360	1.00	360.00
10	Set of transparance materials for drawing room (geometrical body, etc)	nos	2	2	60	8		72	80.00	5760.00
11	Appolon's head (gypsum)	nos	2	2	60	8		72	20.00	1440.00

12	Nifertiti's head (gypsum)	nos	2	2	60	8		72	20.00	1440.00
13	Socrate's head (gypsum)	nos	2	2	60	8		72	20.00	1440.00
14	Head of the youth (gypsum)	nos	2	2	60	8		72	20.00	1440.00
15	Ball with tand (gypsum)	nos	2	2	60	8		72	10.00	720.00
16	Features: eye, lips, nose, ear (set of gypsum produces)	set	2	2	60	8		72	50.00	3600.00
17	Tables "Chromatics"	set	2	2	60	8		72	8.00	576.00
18	Tables "decorative and applied arts"	set	2	2	60	8		72	8.00	576.00
19	Tables for visual arts	set	2	2	60	8		72	8.00	576.00
20	Tables "Drawings" (18 nos)	set	2	2	60	8		72	8.00	576.00
21	Portraits for visual arts room	set	2	2	60	8		72	8.00	576.00
<b>Total:</b>										<b>63360.00</b>
<b>Total laboratory equipment:</b>										<b>1009008.00</b>
<b>Total facility:</b>										<b>5656512.00</b>

Note: The Project Supervision Consultant will thoroughly examine the market for school furniture and equipment products and draw up a final list, prices and the technical specifications which will be approved by the EA and IsDB in advance.

PMU/15.11.2019

### Stretch Indicators for the GPE Variable Part Financing

16.1 The variable part of the GPE grant will be disbursed based on the achievement of three stretch indicators, presented under each of the GPE variable part dimensions in the table 16.1. These stretch indicators, along with their targets, disbursement and verification protocols are presented in tables 16.2 - 16.4.

Table 16-1: GPE Variable Part Stretch Indicators

GPE Dimension	Indicator
Quality	Stretch Indicator 1: Development/approval of a “Common Framework for Learning Assessment” in order to accelerate the progress towards improved learning outcome
Efficiency	Stretch Indicator 2: Improved accountability in target districts through annual district and school dashboards (datasheets) disseminated to all stakeholders (internal and external)
Equity	Stretch Indicator 3: Improved equity in the access to adequate instructional time by development/approval of strategy for elimination of triple-shift schools at national level and reduction of triple-shift schools by 50% in DRS region by 2022

#### Stretch indicator 1: Development/approval of a “Common Framework for Learning Assessment” in order to accelerate the progress towards improved learning outcome

16.2 **Background and rationale.** Progress towards developing an essential aspect of the pedagogical infrastructure designed to promote improved learning outcomes has been impeded due to lack of long-pending policy measures in the area of assessment-based evidence of learning outcomes.

16.3 Formative assessment for grades 1-4 is ongoing in the context of a World Bank project. EGRA assessments have been carried out for reading for Grades 2 and 4. However, there is not a national, standardized assessment carried out for older students, even though the NDS-2030 calls for the “development of [a] unified system of students’ knowledge testing, including for the purpose of international comparisons.” Development Partners have consistently supported the development of a culture of educational assessment in Tajikistan, including through capacity development and policy advice. However, the lack of an overall framework for learning assessment is hindering system capacity in tracking progress towards quality learning and informing corrective measures within existing and planned reforms.

16.4 Reaching the goal of effective implementation of the new competency-base curriculum and, therefore, improved learning outcomes, requires clear policy orientations for enabling actions designed to achieve this goal. At present, a major enabling action that

is missing is a common framework for the integration of assessment into both national and local policymaking, and classroom practice. Although long on the agenda, such a framework has yet to be formulated as government policy. Adoption of this missing enabling action is needed in order to contribute to the overall effectiveness of policymaking aimed at improving learning outcomes.

**16.5 Indicator description.** This enabling action concerns a policy decision for the development/adoption of a common assessment framework that is needed in order to launch operational activities that will meet objectives already established in the NDS-2030 and the MTEAP 2018-2020.<sup>35</sup>

16.6 Development/adoption of this common framework would mean that initial investments in pilot assessment activities (e.g., by EU) would be able to move forward and be scaled-up. It would also mean that MoES would be in a position to integrate large-scale (not high stakes) assessment results into policy formulation and resource allocation. It is generally thought that such usage of assessment can have transformative effects on education systems. However, it is recognized that this can be a long process that requires readiness to integrate such results into policy and resource allocation. Adoption of this common framework would be a much-needed (and awaited) first step.

16.7 **Verification** will be performed by the LEG, whose members work closely with MoES. Two LEG members (USAID, EU) are involved operationally in assessment activities.

16.8 **Compliance with GPE requirements for stretch indicators.** Provision of incentives for the development and adoption of the strategic, long-awaited Common Framework for Learning Assessment required to complete the overall architecture of an upstream and sector level policy document qualifies as a stretch indicator for the learning outcomes/quality dimension of the GPE variable part funding for several reasons. Adoption of a common framework for the assessment of learning outcomes would provide a basic pillar for policymaking aimed at improving learning outcomes in the longer term.

**Table 16-2. GPE Quality Dimension Stretch Indicator**

Stretch Indicator	End Target (2021)	GPE-VP Allocation Amount	Disbursement Protocol	Verification Protocol
Development/adoption of a Common Framework for Learning Assessment (CFLA) in order to accelerate the progress towards improved learning outcome	The CFLA adopted by the MoES and validated by LEG.	US\$1 million	Once the CFLA is officially adopted and considered effective by LEG.	The LEG certifies that the common framework for learning assessment is approved and effective, thereby allowing disbursement against the target.

<sup>35</sup> See actions 5 and 8 in Table 4 of the MTEAP M&E plan.

## Stretch Indicator 2: Improved accountability in selected (two) districts in each of all five provinces through annual district and school dashboards (datasheets) disseminated to all stakeholders

16.9 **Background and rationale.** Even though management of the education system is relatively decentralized<sup>36</sup>, there is a weak culture of evidence (data)-based analysis for management at the district and school levels. Data that are collected by the existing EMIS are not shared and analytical results are not used by the sub-national units (regions, districts and schools), let alone communicated to other stakeholders.

16.10 The rationale for this stretch indicator is to enable existing decentralized entities—districts and schools—to have a clear view of their performance and, thereby, be enabled to make policy adjustments aimed at improving the overall effectiveness of their resources (i.e., efficiency). Receiving relevant information on their relative performance would also serve as an incentive to schools and districts to report complete and reliable information to the EMIS. This feedback loop takes on particular importance given the levels of autonomy—and, therefore, accountability—at the district and school levels. Effective and efficient management of autonomy at the level of the schools and districts would, therefore, be enhanced by this stretch indicator, which is designed to serve as pilot demonstration from which lessons would be drawn for subsequent scaling-up.

16.11 The district dashboards should display in text, tables, and user-friendly graphic format the main education indicators for each district (input, process, output, and outcome indicators) and how they compare with the average of all districts. Input indicators should include at a minimum, indicators about students, teachers, school space, labs and facilities, textbooks and other instructional materials. Process indicators should include attendance (both students and teachers), instructional time, and leadership (such as engagement with the parents and the community). Output indicators should include educational assessments (grades and exam results) by cycle (primary, secondary, high school), discipline, and gender. The outcome indicators should include the rate of success on the high stakes examinations at the end of grades 9 and 11 and rates of transition.

16.12 The school dashboards (school datasheets) should be developed by the district education office. They should display in text, tables, and user-friendly graphic format the same main education indicators (input, process, output, and outcome indicators), but for each school, as well as how they compare with the average of all schools in the district.

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<sup>36</sup> . i) Districts are responsible for teacher recruitment and management, as well as the elaboration and administration of non-national examinations; ii) budgets are sent to schools and can be allocated among salaries, utilities, maintenance and repairs, stationery and other recurrent expenses; and, iii) schools have autonomy with regard to both line item budgeting and execution of the budget within the limits of the means calculated on the basis of the per capita formula for financing.

16.13 The indicator represents a low cost, innovative action that has significant transformative effect in education management by disseminating and using the dashboard/datasheets at district and school levels. This indicator is related to the NSED goal of “enhancing financial sustainability and efficiency in the education sector.”

16.14 This approach has a transformational potential because it supports a move towards a culture of data and evidence-based decisions at all levels, while being implemented as a concrete plan of action, with clearly identified responsibilities, timing, activities and results expected. It is also a strong sustainability factor in the education sector, through information sharing, cooperation, and identifying hidden and latent resources at the local level and encouraging actions and initiatives at all levels and with all stakeholders towards better resource allocation, efficiency and in long term improving the learning outcomes in Tajik schools.

16.15 **Indicator description.** EMIS will produce the dashboards (datasheets) and disseminated them to district education offices and to all schools in two pilot districts in each of the five Regions, as well as to a predefined set of stakeholders (such as community and parents’ associations, teachers’ associations, district governments, selected education researchers, DPs, and relevant NGOs). Since this activity is a “proof-of-concept” approach, districts should be selected for their relative physical and internet accessibility so that communication with the central EMIS should not be overly difficult. District inspectors will organize annual meetings with school and district officials to discuss the implications of the dashboard data, identify issues and promising approaches for addressing them. The target is improved accountability in districts through annual district and school dashboards disseminated to, and publicly/openly discussed by all stakeholders.

16.16 **Verification** is based on the number of cooperative initiatives between schools and districts, based on the dashboards (datasheets). This would include: (i) Actions and decisions reported by schools that were taken based on the dashboards received from the District each year; and (ii) Cooperative initiatives" (exchanges, sharing, or joint activities) taken by schools each year based on, and inspired from the dashboards received from the District. In other words, having the dashboard, each school could take corrective action each year based on information on inputs, processes, and outputs. The schools would attempt corrective actions in areas of shortcomings against established benchmarks (exam results, transition rates, classroom size, etc.). This could be accomplished by establishing priorities for action within the school based on how other schools perform (not just a rigid benchmark), and possibly using such information as a model. Also, support could be solicited from other schools, based on their relative strengths and weaknesses— a process that would involve the District Education Office which holds the data for all schools in the district.



16.17 Verification would be performed by an independent, external evaluator (project supervision consultant) who would ascertain how the dashboards/datasheets have been used by schools and districts. The external evaluation will be coordinated by the M&E specialist in the PMU. The evaluation would employ both quantitative and qualitative methodologies. Terms of Reference would be drawn up by the M&E specialist of the PMU and reviewed by the grant agent.

16.18 **Compliance with GPE requirements for stretch indicators.** The production, dissemination and broad discussions of the dashboard qualify as a stretch indicator for the efficiency dimension of the GPE variable part funding since this constitutes a major contribution to functional accountability for effective results and resources allocation using the existing EMIS.

**Table 16-3. GPE Efficiency Dimension Stretch Indicator**

Stretch Indicator	End Target (2022)	GPE-VP Allocation Amount	Disbursement Protocol	Verification Protocol
Improved accountability in selected (two) districts in each of all five provinces through annual district and school dashboards (datasheets) disseminated to all stakeholders	<ul style="list-style-type: none"> <li>- All schools of 2 selected districts in each of the five provinces receive dashboards</li> <li>-Dissemination meetings held on yearly basis</li> </ul>	US\$1 million	Upon dashboards' delivery and holding of the dissemination meetings	Performed by an independent external evaluator (PSC) who will assess on a sample base whether the expected actions have occurred. The results will be verified by the LEG.

**Stretch Indicator 3: Improved access to quality schooling through development/approval of a strategy for elimination of triple-shift schools at national level and reducing triple-shift schools by 50% in the DRS**

16.19 **Background and rationale.** 5.3 % of all students in Tajikistan attend triple-shift schools, compared to 88.8% who attend double shift schools, with the remaining 5.9% attending single shift schools. The number of triple-shift schools is 110, amounting to 2.8%

of all schools. 93.6% of the triple-shift schools, and 92.0% of the students in them, are concentrated in two Regions: Khalton and DRS. Triple-shifting occurs only in the primary sections (grades 1-4) of the schools, which is where students learn the basics. These early years have a large influence on students' future success in schooling. Although there is no systematic study on the effect of triple shifting on instructional time, anecdotal evidence indicates that because of time pressures on teachers and on the classrooms themselves, the students in these schools do not benefit from spending increased, "extra-curricular" time with teachers.<sup>37</sup> Furthermore, students in these schools are particularly disadvantaged in the winter months of short days and cold weather and have to walk home in dark which create safety issues. This puts students in triple-shift schools at a disadvantageous situation compared to those in single- and double-shift schools.

16.20 The school construction component of the IsDB/GPE project will focus on Khalton Region where 4% of the schools (and 6% of the students) are triple-shift. It will prioritize these schools. In the DRS Region, there are 50 triple-shift schools, which account for 4.4% of all the schools and 11% of the students in them.<sup>38</sup> Given what we know about the impact of teaching time or time-on-task on learning outcomes, the reduction of triple-shift schools would contribute to more equitable access to the very schooling resources known to affect learning outcomes.

16.21 **Indicator description.** Development and approval of national level strategy for eliminating triple-shift schools and reduction of triple-shift schools in DRS Region from 50 to 25.

16.22 In addition to its commitment to moving 25,000 students out of triple-shift schools, MoES and the DPs will ensure that the commitment to eliminate triple shift schools is reflected in the new ESP. This would take the form of a clear policy formulation, a costed strategy for the elimination of triple-shift schools, and relevant indicators to be monitored throughout the ESP period.

16.23 **Verification** will be based on a survey of the schools in DRS conducted by an external, independent consultant (Project Supervision Consultant) who will work with EMIS findings as well as with data collected from field work. The external consultant will be coordinated by the M&E specialist in the PMU. In addition, the LEG will certify the formal commitment to eliminate triple-shift schools in the ESP 2021-30.

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<sup>37</sup> The IsDB mission visited a number of triple-shift school during the field trip to Tajikistan and noted that in the visited triple-shift schools instruction time of at least one shift is reduced to about 3 hours a day.

<sup>38</sup> According to Statistical Collection of Education Sphere of the Republic of Tajikistan, Part 1, dated 2019

16.24 **Compliance with GPE requirements for stretch indicators.** Reduction in the number of students attending triple-shift school qualifies as a stretch indicator for the equity dimension of the GPE variable part funding since this will provide greater equality of educational opportunity for students attending triple-shift schools.

**Table 16-4: GPE Equity Dimension Stretch Indicator**

Stretch Indicator	End Target (2023)	GPE-VP Allocation	Disbursement Protocol	Verification Protocol
Improved access to quality schooling through development/approval of a strategy for elimination of triple-shift schools at national level and reducing triple-shift schools by 50% in the DRS	Target: A national strategy for elimination of Triple-shift schools developed/adopted and 25 triple shift schools in DRS become double shift	US\$1 million	Official report of the MoES on delivery of facilities and number of students transitioning from triple-shift schools to two-or single-shift schools and development/adoption of the strategy for elimination of triple schools	Baseline is known. An independent survey will be conducted to verify EMIS findings. LEG will certify commitment regarding new ESP.