

ESPIG Annual Progress Report Template for Projects

Status: Accepted

| | | | |
|--|---|--|--|
| Country Tajikistan | Name of project this grant is contributing to Tajikistan (multiplier) | Grant ID GPE0000352 | Project ID (if applicable) TJK1025 |
| Grant Agent Islamic Development Bank | Grant Type MLT | Approval Date 01/17/2020 | Grant Effectiveness / Start Date 08/11/2020 |
| Expected Closing Date 12/31/2024 | Grant Amount 10,000,000 (USD) | Timeframe Examined in this report From Date 11/02/2023 | Date of Report Submission To Date 11/01/2024 |

Implementation Progress

Overall Project Progress this Reporting Period

Overall Progress this Reporting Period ¹

Satisfactory (S)

Previous Rating

Moderately Satisfactory (MS)

Detailed Description including factors that lead to an upgrade/downgrade in the rating

The projects' major outputs have been fulfilled efficiently within the set time. All interventions under Component 2 and Component 3 have been completed with all indicators achieved as per targets in the Result Framework. Some delays have been encountered in the completion of civil works in 11 schools located in remote areas due to cold weather, electricity cuts during winter months, and the poor capacity of the contractor. IsDB Regional Hub of Almaty has closely worked with the Project Management Unit and Executive Agency to develop solutions, including a contract management plan and close monitoring of construction works. A 6-month extension has been granted by the IsDB (as all incomplete schools are under IsDB financing) until August 2025 to finalize all works.

Project Implementation Progress, by Component / Objective

Component / Objective

Enhancing access to quality education facilities

Level of Progress this Reporting Period ²

Moderately Satisfactory (MS)

Previous Rating

Moderately Satisfactory (MS)

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:

During the reporting period, civil works were completed in 36 schools, all of which have been furnished and equipped. In total, 49 schools have been completed over the course of the project to date. An additional 13 schools will be completed by the end of 2024, remaining 11 schools are expected to be completed in the first half of 2025. All schools planned under GPE funding have been completed and handed over for use, fully equipped. All financial commitments for contracts for construction and the provision of equipment from GPE funding will be closed by the end of the extended deadline (31st December 2024).

Within the current project implementation timeframe, over 15,800 children (50% of whom are girls), attending in two shifts, have gained access to high-quality, fully furnished, and equipped school infrastructure

with gender-sensitive WASH facilities, running water, and disability accessibility standards. The list of schools completed during the reporting period is given in Annex 2. Construction in the remaining schools is ongoing. IsDB has appointed additional team members to closely monitor and support the Executive Agency (EA) and PMU to complete all remaining work. An extension has been granted on the condition that the PMU, together with the EA and IsDB local team, will review the current status of construction, including through joint field trips, and develop contract management plans with detailed schedules for completing all works by the final deadline. Close monitoring of progress is being undertaken.

| Component / Objective | Level of Progress this Reporting Period 2 | Previous Rating |
|--------------------------------------|---|------------------------------|
| Improving Competency Based Education | Satisfactory (S) | Moderately Satisfactory (MS) |

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:

As the reporting period marked the final year of the project, its impact on the Competency Based Education (CBE) vision in the country was evident through the following key areas:

Institutional Ownership and Clarity on Reform Direction: During this period, the testing and piloting of the project’s final products were completed, leading to their finalization. Pilots across all project interventions provided critical evidence on the current implementation of CBE reforms at the school level—evidence that had not been generated since CBE’s introduction in 2016. Baseline data revealed that most CBE implementation remained system-focused (e.g., curriculum document revisions) without significantly impacting teachers or classroom practices. Therefore, the project’s approach to piloting to generate evidence on whether the system-level reforms are implementable and have an impact at the classroom level has yielded a positive impact with project midline offering intermediate evidence on the effectiveness of project-adopted models and identifying areas requiring further attention.

This evidence informed the Ministry of Education and Science’s (MoES) vision for CBE reform and discussions on revising the Compact Partnership. Key interventions under Component 2 were institutionalized and influenced major reforms in CBE. For example, the project’s curriculum revision process and the development of Teaching and Learning Materials (TLMs) prompted a reassessment of existing textbook development processes and TLM quality. This inspired new reforms in TLMs, attracting support from USAID, the EU (UNESCO), the Russian Federation Embassy, and the UK Embassy. These partners are now involved in revising TLMs for primary grades, science subjects, and foreign languages for various grades.

Linking the System to Schools and Schools to the System: The piloting and testing of project-developed products created a feedback loop between schools and the education system, reducing the reliance on top-down reform approaches. While challenges persisted in shifting traditional practices, teachers were motivated and empowered to engage in reforms. System-level stakeholders recognized the benefits of involving teachers in planning and implementation.

Details of the progress of interventions within the reporting period are outlined below:

Sub-Component 2.1. Roll-out of CBE – The results under this sub-component can be divided into the following categories:

Development of CBE curriculum and TLMs, and printing of CBE TLMs

During the reporting period, the development, piloting, and printing of TLMs were completed. Two sets of subject curricula for Tajik and Math, and two sets of TLMs, including a textbook, students’ workbook, teacher guide, and summative assessment samples guide for two core subjects (Tajik Language and Mathematics), were finalized and printed for over 240,000 students and 9,000 teachers for both subjects. The TLMs were distributed to regional and district education departments. The MoES signed a contract with relevant RED and DEDs for the distribution of TLMs to all schools nationwide for the academic year 2025-2026.

The process of developing TLMs through testing and piloting in schools has been established and is planned to be institutionalized through a revision of the normative base in Phase 2 of the Project. A total of 100 TLM authors, 160 teachers, 60 regional mentors, 40 mentors from central affiliated agencies, and 3,500 children (60% of whom were girls) were engaged in the TLM development and piloting. The Academy of Education, the Republican Training and Methodological Center, and the Textbook Development and Printing Center coordinated efforts to ensure alignment of the process and final products with CBE requirements, as well as process efficiency.

The process had a significant impact on improving participants' understanding of CBE teaching and learning. According to the midline study, participants rated their understanding of CBE on a scale from 1 to 10 (with 1 representing ‘no understanding’ and 10 representing ‘full understanding’) at an average of 7.18, compared to 5.44 at baseline—demonstrating a growth of 1.74 points, or 32%. In other words, from baseline to midline, participants’ ability to describe CBE accurately increased by one-third.

To ensure that the new generation of TLMs is inclusive and caters to the diverse needs of students, an inclusion checklist was finalized and used to embed inclusive lenses, including gender sensitization, in the final products. As a result, the new TLMs integrated content that is culturally relevant and accessible to all students, including those with disabilities. Additionally, considering the high dependency of teachers in

Tajikistan on textbooks, the team embedded formative assessment and summative assessment strategies and tools, along with concrete examples, into the TLMs. This enabled teachers to gain a practical understanding of how to use formative assessment strategies and adapt their summative assessments to align with CBE.

The following outputs were achieved during the reporting period: (i) Subject standards reviewed, and revisions recommended: Math subject standards and programs were revised, and a set of recommendations for improving the Tajik curriculum was provided; (ii) A modern set of language teaching and learning materials developed and printed for selected languages and grades: This indicator was overachieved, with two full sets of materials for Math and Tajik Language (550,000 sets instead of 240,000) developed, piloted, and printed.

2) Teacher Supportive Supervision

During the reporting period, the piloting of Continuous Professional Learning (CPL) adopted as a model for teacher supportive supervision was completed, and all relevant products (CPL methodology, observation tools, journals, etc.) under this area of interventions were finalized. The MoES has committed to consider CPL as an approach to reforming the teacher professional development and mentoring system based on the evidence provided by the project.

Ongoing support provided to teachers through a new mentoring system demonstrated a positive impact on teaching practices and students' learning outcomes. According to the results of the midline study, teaching practices improved from baseline (2021) to midline (2023), with a significant change noticed in teachers' skills to cognitively engage students. A positive impact of project interventions was also noticeable in mentors' professional behaviors during lesson observations.

Baseline and midline studies assessed how mentors were observing lessons to provide in-classroom support across three key domains: quality of subject matter, students' cognitive engagement, and the assessment of and responses to students' understanding. The baseline study showed that over 92% of mentors focused more on administrative parts of the lesson rather than teaching practices (only 13% superficially assessed the quality of subject matter; 4% superficially observed student cognitive engagement, and 2% evaluated the assessment of and responses to students' understanding). None of the mentors achieved the two highest benchmarks in observation, which were formulated as "partially considered" and "fully considered".

Midline study results provided evidence of the effectiveness of the CPL approach, demonstrating a significant change in mentors' observation approaches with over 50% superficially observing all three domains, 19% partially considering students' cognitive engagement, and 1-2% of mentors fully considering the key domains in teachers' practices. The two highest benchmarks emerged in mentors' observation of lessons after the project intervention. While these results demonstrate a major shift in the observation practices of mentors over two years, it is clear that both teachers and mentors will require continuous support to improve their practices to align with CBE.

As a result of project interventions, CPL was used as a cross-cutting approach to improve teaching practices and also to test and pilot TLMs and assessment practices in 30 target schools. Over 100 education professionals, 60 at the district level and 40 at the central level, were engaged in ongoing capacity building and hands-on support to deliver further support to teachers. Eighteen trainers were also engaged in the development and piloting of a course for methodologists, which has been finalized and is ready for use.

Phase 2 will engage in the development of a normative base for the scale-up of the CPL model.

The following indicators have been effectively achieved: (i) A new in-service course for methodologists and deputy heads has been finalized and is available for delivery on the Moodle Platform. Eighteen trainers were engaged in ongoing capacity building and supported the development and piloting of the course. 180 professionals at the district, regional, and school levels have taken the course and were provided hands-on support. (ii) The teacher supportive supervision model and methodology (CPL) have been finalized, and over 180 mentors were trained and engaged in providing in-classroom support to teachers.

Pre-service teacher training. During the reporting period, the development and testing of 4 pre-service blended courses on CBE and the Practicum model were finalized. For pre-service education, the project has supported three higher education institutions, specifically the National University, the Institute of Languages, and the Slavonic University, in developing a framework for student practicums while facilitating visits to 3 Dushanbe pilot schools implementing new TLMs for Math and Tajik Language. 69 student-teachers of Tajik and Math in their 3rd year undertook the courses. 58 faculty members were engaged in capacity building and development of the courses and practicum model with hands-on support from national and international consultants. Positive feedback was received from faculty members and the need to revise the teacher training programs in tertiary education to align them to school CBE reform was highlighted as a strong need. 25 student-teachers of Tajik and Math also engaged in testing the new Practicum Model in targeted schools and produced Action research as a result of their reflective practice, including on assessment. The following outputs were completed during the reporting period: (i) a CBE-based model for school practice developed for pedagogical universities and selected mentors trained - Practicum model testing was finalized and over 54 faculty members from 3 universities were trained/capacitated to teach the courses and support their students in schools using the new tools and approaches. (ii) action research on CBE developed by pedagogical faculty teachers and students - 25 students together with their mentors produced action research reports, including 5 on assessment.

Sub-component 1.2. Assessment practices were also revised to align with the approach adopted by new TLMs and were intentionally linked to other project interventions. As noted, above with the teacher's full

dependency on unified textbooks, formative and summative assessment strategies and samples were embedded in the TLMs. Additionally, a blended course on Assessment was finalized during the reporting period with over 160 teachers trained to efficiently use the strategies. Through the use of the CPL Model all these teachers were provided with hands-on support. At the same time, the project finalized end-of-grade examination tools and assessment items to change the examination system in the country to align it with the CBE requirements. The tools and test items were executed at the end of the year in 30 targeted schools. After the completion of the endline study, the tools and items will be executed nationally with the scale of TL69Ms. The following outputs were achieved: (i) a mentoring system established, and a mentoring team trained to support classroom formative teaching and learning and assessment - a formative assessment course was finalized and over 100 mentors and 160 teachers were trained and provided mentoring in using formative and summative assessment in line with CBE; (ii) end of grade examination tools developed - end of grade examinations tools for Tajik and Math developed, tested and ready to be scaled with the launch of new TLMs. Methodological guide for summative assessment attached to the TLMs to be rolled out nationally in 2025-2026. (iii) Module for CBE assessment in pre-service teacher training developed - the course on CBE in pre-service includes a module on CBE assessment.

To support the mainstreaming of inclusive education principles into project interventions, some efforts were undertaken. The curriculum and TLMs team with support from national and international consultants finalized the inclusion checklist and UDL guide to ensure curriculum and TLMs are inclusive. Considering that the inclusion of children with disabilities is not widespread in Tajikistan and currently, children with learning disabilities and other learning needs remain unnoticed, the teacher professional development institute requested to develop a more general course to support the teachers in identifying the needs of learners and providing adequate learning opportunities to them. 18 trainers were trained and the course is currently part of the ongoing programs of the Republican Institute for Teacher Training (RIITT). The following outputs were effectively achieved: (i) a blended in-service course developed to address the Special educational needs (SEN) in mainstream schools - the course has been finalized and is currently embedded in the programs of the RIITT. During the reporting period, over 100 teachers have undertaken the course as part of their ongoing professional development training.

| Component / Objective | Level of Progress this Reporting Period 2 | Previous Rating |
|--|---|------------------|
| Upgrading/modernization of the Education Management Information System | Satisfactory (S) | Satisfactory (S) |

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:

During the reporting period, all interventions under Component 3 were effectively completed. Ministry of Education and Science has taken full ownership of the software system developed by the project. Key development partners such as the European Union, UNICEF, and the Asian Development Bank have expressed their desire to support the scale-up of the EMIS. A working group has been established under the MoES and is currently developing a costed action plan for the national scale-up of the EMIS system designed within the project. With the national scale-up, the system will address major issues around the lack of reliable and quality education data, school, classroom, and institutional management tools and mechanisms, and provide adequate evidence for decision-making at all levels of education.

The following achievements can be reported:

Upgraded EMIS infrastructure. All the works within this intervention were completed and fully upgraded EMIS software is finalized. The new system functions in three languages (Tajik, Russian and English) and includes Modules on Preschool Education, General Secondary Education, District/City/Regional Education Departments, Statistics and Analysis, Financial Analysis, Module on Monitoring. Additional modules have been agreed to be developed with support from UNICEF through the System Capacity Grant. The system was piloted in 167 schools in two districts Temurmalik and Tursunzade with full engagement of all teachers, school administration, the district and regional education department’s staff. The EMIS is currently available at the following address: <https://emis.tj>

Specifications for required equipment to support the maintenance of the EMIS and its roll-out in pilot schools were finalized and all equipment was procured and distributed to the targeted schools and institutions. The Republican Center for Information Technology has been fully equipped with servers to support the roll-out of EMIS nationally, solar panels, software, and other equipment needed for the uninterrupted functioning of the EMIS and the safety of data. 167 targeted schools and three education institutions in two districts have also received equipment for the use of the EMIS system, which included computers, printers, software, antivirus and other equipment.

A series of workshops and practical trainings were carried out in all schools of two target districts to test and pilot the functionality of the EMIS. Necessary changes were included based on the results of the pilot into the system. Additionally, to support further capacity building of the system, a series of EMIS User Manuals were developed and are available for use: “System User Manual”, “EMIS User Manual for Parents/Students”, “EMIS User Manual for Teachers”, “EMIS User Manual Education Institution Manager”, “EMIS User Manual for District/Regional Head of Education and Ministry of Education and Science”. In total, over 600 people were trained in using EMIS at various levels.

A number of advocacy presentations, including to the Local Education Group were carried out to introduce the EMIS developed within the project. The MoES has planned to initiate the national scale of the system from the beginning of year 2025. A national scale-up plan with costing is currently under development and the MoES is seeking development partners support in ensuring that the system is functional

and usable across the country.

| Component / Objective | Level of Progress this Reporting Period 2 | Previous Rating |
|------------------------------------|---|------------------|
| Support for project implementation | Moderately Satisfactory (MS) | Satisfactory (S) |

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:

The Project Management Unit (PMU) and Supervision Consultant have continuously supported the implementation of the project, including during the reporting period. UNICEF was engaged and led the implementation of Component 2 of the project in close cooperation with the PMU and MoES affiliated agencies. During the reporting period, PMU and SC have managed to complete all major activities within the project with due quality. As noted above, some challenges have been encountered in the completion of construction works in some schools for which the IsDB and GPE have been requested for extension. The IsDB has extensively supported the PMU through Project Implementation Assessment and Supervision Missions, providing ongoing support from project management specialists, Field Representative and consultants. Contract Management Plans have been developed to ensure that the remaining works will be completed without delays and with due quality within the requested extension timeline. Close monitoring is established with monthly reporting on the status and progress of the remaining works.

Progress on the variable part

All three variable strategies have been achieved and variable funding received and utilized by the country in full. The final variable payment was received during the reporting period and utilized for the printing of textbooks. Over 1,760,000 copies of TLMs have been printed and distributed to the district education departments across the country. The MoES has signed a contract with each DED for the distribution of the TLMs to all schools across the country. The evidence of distribution will be provided in the Completion Report. The Variable Part reports were submitted during the last reporting period.

Variable Part Reporting Template

| From | To |
|------------|------------|
| 01/01/2022 | 01/30/2024 |

| Dimension | Level of Progress this Reporting Period | Previous Rating | |
|--|---|--|--|
| Equity | Satisfactory (S) | No Rating Available | |
| Indicator | Baseline | Target for Reporting period | Achievement for Reporting Period |
| 1 | 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. | Achieved in 2021, Funding Disbursed. |
| Actual Amount Utilized (in USD) for Reporting Period | Proportion (%) of actual amount utilized to the planned allocation for the reporting period | Cumulative Amount Utilized (in USD) for Reporting Period | Proportion (%) of cumulative amount utilized to the total allocation for the given VP indicator. |
| 1,000,000 | 100 | 0 | 100 |

Evidence of achievements (e.g., independent verification report) and request for payout. Please add description in the field below and attach relevant documents.

Concept of Assessment (submitted and approved)

| Indicator | Baseline | Target for Reporting period | Achievement for Reporting Period |
|------------------|---|--|---|
| 2 | Improved accountability in selected (two) districts in each of all five provinces through annual district and school dashboards (datasheets) disseminated to all stakeholders | All schools of 2 selected districts in each of the five provinces receive dashboards. Dissemination meetings held on yearly basis | Achieved in 2023, and funding disbursed |

| | | | |
|---|--|---|---|
| Actual Amount Utilized (in USD) for Reporting Period | Proportion (%) of actual amount utilized to the planned allocation for the reporting period | Cumulative Amount Utilized (in USD) for Reporting Period | Proportion (%) of cumulative amount utilized to the total allocation for the given VP indicator. |
| 1,000,000 | 100 | 1,000,000 | 100 |

Evidence of achievements (e.g., independent verification report) and request for payout. Please add description in the field below and attach relevant documents.

Verification report submitted with all required evidence during the previous reporting period.

| Indicator | Baseline | Target for Reporting period | Achievement for Reporting Period |
|------------------|--|--|---|
| 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 become double shift. | Target: A national strategy for elimination of Triple-shift schools developed/adopted and 25 triple shift schools in DRS become double shift | Achieved in 2023, funding disbursed |

| | | | |
|---|--|---|---|
| Actual Amount Utilized (in USD) for Reporting Period | Proportion (%) of actual amount utilized to the planned allocation for the reporting period | Cumulative Amount Utilized (in USD) for Reporting Period | Proportion (%) of cumulative amount utilized to the total allocation for the given VP indicator. |
| 1,000,000 | 100 | 1,000,000 | 100 |

Evidence of achievements (e.g., independent verification report) and request for payout. Please add description in the field below and attach relevant documents.

Verification report with all relevant evidence submitted in 2023.

| Dimension | Level of Progress this Reporting Period | Previous Rating |
|------------------|--|------------------------|
| Learning | | No Rating Available |

| Indicator | Baseline | Target for Reporting period | Achievement for Reporting Period |
|---|--|---|---|
| Actual Amount Utilized (in USD) for Reporting Period | Proportion (%) of actual amount utilized to the planned allocation for the reporting period | Cumulative Amount Utilized (in USD) for Reporting Period | Proportion (%) of cumulative amount utilized to the total allocation for the given VP indicator. |

Evidence of achievements (e.g., independent verification report) and request for payout. Please add description in the field below and attach relevant documents.

| Dimension | Level of Progress this Reporting Period | Previous Rating | |
|--|---|--|--|
| Efficiency | | No Rating Available | |
| Indicator | Baseline | Target for Reporting period | Achievement for Reporting Period |
| Actual Amount Utilized (in USD) for Reporting Period | Proportion (%) of actual amount utilized to the planned allocation for the reporting period | Cumulative Amount Utilized (in USD) for Reporting Period | Proportion (%) of cumulative amount utilized to the total allocation for the given VP indicator. |

Evidence of achievements (e.g., independent verification report) and request for payout. Please add description in the field below and attach relevant documents.

Lessons, innovative/promising practices

During the reporting period, the following lessons were derived:

1. Generation of evidence is key in discussions of reform-planning and implementation at all levels. The project testing and piloting approaches have significantly contributed to (i) delivering high-quality and contextualized products; (ii) generating relevant evidence to feed back into the system for decision-making and (iii) provide data and information for discussions on the effectiveness and efficiency of specific approaches and the need for a change.
2. Engagement of key education stakeholders in the development of products and processes at all levels is important to ensure that these will be accepted and implementable by the system. The project has been able to successfully bring in teachers, district and central-level education stakeholders, the MoES leadership to work jointly with a team of national and international experts in an ongoing manner. This enabled not only produce project products, but develop a system of ongoing capacity building and hands-on support which resulted in positive change in behavior and understanding – a level of change that is not achievable through one-time training and workshops.
3. Development of Contract management Plans and hands-on support proved to be an effective mechanism to build the capacity of the PMU to better plan and deliver. Additionally, the standard design for school construction in phase 2 will need to consider the needs of the new curriculum and upgraded WASH and Disability-accessibility Standards. World Bank-supported National Learning Framework will be taken into account during the school design.
4. Additional efforts and investments are needed to improve communication and visibility of joint GPE/IsDB Projects to ensure all key partners are adequately highlighted. A Consultant will be engaged this is done comprehensively for Phase 2.

Impact stories

<https://www.globalpartnership.org/blog/new-teaching-and-learning-materials-transform-education-tajikistan>

<https://www.globalpartnership.org/results/country-journeys/tajikistan-revitalizing-learning-school-no53>

Tangible Outputs, Knowledge Products, Results Framework and other Supporting Documentation

| # | File Name | Document Type | Description |
|---|-----------|---------------|-------------|
|---|-----------|---------------|-------------|

| | | | |
|---|---|-------------------|--|
| 1 | Annex 2_Completed schools_11.2023-2024.docx | Results Framework | List of schools completed and equipped during the reporting period |
| 2 | Annex 1_RF_2024.docx | Results Framework | Progress as of now against project indicators |
| 2 | Annex_3_List of knowlegde products.docx | Knowledge Product | Link to project products |

The documents listed were submitted with the progress report. If you'd like access to them, please contact the grant operations officer for your country.

Financial Reporting & Grant Management

Financial Reporting on GPE Grant

Cumulative Financial Absorption Rate

| Approved Budget to Date | Cumulative Expenditure | Cumulative Financial Absorption Rate | Level of Financial Absorption |
|-------------------------|------------------------|--------------------------------------|-------------------------------|
| 44,800,000 | 39,962,016 | 89.2 | Slightly Behind |

Since the financial absorption is not rated as 'on track', please provide an explanation that identifies the main activities that have been delayed and their corresponding unspent amounts, as well as reasons for the delay and steps taken to ensure that expenditure absorption gets on track in the next reporting period.

Due to delays in the completion of civil works and the provision of equipment in 11 schools and the extension of the deadline for closure until August 2025, the financial absorption is slightly behind for IsDB financing. All payments against GPE MLT have been processed in due time without delays within the extended timeline of December 2025. Details of GPE MLT are provided in Annex 4

Budget Variance Analysis for the Current Reporting Period

| Total Approved Budget for the Current Reporting Period | Total Expenditure for the Current Reporting Period |
|--|--|
| 10,180,000 | 14,707,999 |

Explanation for underspending or overspending in excess of 10%

All interventions were accelerated in this reporting period, and the overspending covers the delays in interventions of the previous reporting period, especially in civil works.

Management Performance

| Level of Management Performance | Previous Rating |
|---------------------------------|------------------|
| Satisfactory (S) | Satisfactory (S) |

Detailed Description

All financial, procurement and implementation arrangements during this reporting period have been accelerated and all major output and financial obligations successfully completed. All procurement under GPE grant portion has been finalized, interventions completed and financial obligations towards contractors fulfilled.

Revisions to the grant

This period, have there been any revisions to the grant other than those submitted to the GPE Board or Secretariat for their approval?

No

How likely is that the grant agent will submit a request for revision to the GPE Board or Secretariat in the next 12 months for their approval?

Highly Unlikely

Annexes

Annex 1: List of Acronyms

| Acronym | Description |
|---------|--|
| CBE | Competency Based Education |
| EMIS | Educational Management Information System |
| RITTI | Republican Institute for In-service Teacher Training |
| LEG | Local Education Group |
| M&E | Monitoring and Evaluation |
| MoES | Ministry of Education and Science |

Annex 2: Global Numbers Reporting Template

Provide the data related to GPE's three global numbers for this reporting period below:

- Textbooks purchased and distributed
- Teachers trained
- Classrooms built or rehabilitated

Note: For cofinanced grants, please provide the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 50 percent of a teacher training activity, the proportion that can be attributed to GPE grant for the number of teachers trained through that activity would be 50%.if the unit of analysis in the indicator is the number of schools and not classrooms, please enter an estimated number of classrooms and provide an explanation in the comments box.

GPE Indicators

Textbooks purchased and distributed

| # | Indicator | Actual Number Achieved (during this reporting period) | % attributed to this grant (for cofinanced grants) | Comments |
|---|--|---|--|---|
| 1 | Number of sets printed (TLMs for Tajik and Math for grade 5) | 480,000 | 100 | TLMs have been distributed to local education departments which have been tasked to distribute them to all schools nationally before the start of 2025-2026 academic year in September 2025 |

GPE Indicators**Teachers trained**

| # | Indicator | Actual Number Achieved (during this reporting period) | % attributed to this grant (for cofinanced grants) | Comments |
|---|--|---|--|---|
| 1 | 1) Number of teachers completing training (supportive supervision model) | 160 | 100 | Current values as of November 2024 are 160. Previous values from FY23-FY24 are 160. 160 teachers have received capacity building on CBE pedagogy, formative and summative assessment and hands on support through mentoring for over 2 years. |
| 2 | Number of teachers trained on inclusive education | 100 | 100 | The course is embedded in ongoing teacher professional development program and over 100 teachers have been trained during the reporting period. |

GPE Indicators**Classrooms built or rehabilitated**

| # | Indicator | Actual Number Achieved (during this reporting period) | % attributed to this grant (for cofinanced grants) | Comments |
|---|----------------------------|---|--|---|
| 1 | Number of classrooms built | 468 | 22 | Current values as of November 2024 are 468. Previous values from FY22-FY23 are 176. Current values from Note: Including one preschool classroom, labs for science subjects and one computer lab |

Annex 3: Cumulative Beneficiary Children Reporting Template

Provide the cumulative number of children (both in school and out of school) who directly participated in project activities, received project-supported incentives or services, or benefited from project interventions so far. Also provide relevant disaggregated values by sex (applicable to all grants). If appropriate and available, provide disaggregated values by varied subgroups and by education level. Reporting beneficiary data cumulatively means counting all beneficiaries as a running total, adding up all beneficiaries since the start of the grant and up to the end of this reporting period. Data on beneficiaries are to be collected using the methods and tools proper to each project. It is understood that some disaggregated data will only be collected if a project expressly targets specific subgroups through their interventions and uses their own methods for counting beneficiary children/other students.

NOTE: For cofinanced grants, please provide the numbers for the entire program and indicate the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 40 percent of the program that is cofinanced by GPE and other donors, enter 40% in the "% attributed to this grant".

| | Pre-primary (optional) | Primary (optional) | Secondary (optional) | Others (optional) | Total | % attributed to this grant (for cofinanced grants) |
|--|------------------------|--------------------|----------------------|-------------------|--------|--|
| Number of children who directly benefited from the project so far: | | | | | 19,372 | 22 |
| Of which, girls: | | | | | 9,900 | 22 |
| Of which, children with a disability (optional): | | | | | | |
| Of which, refugee children (optional): | | | | | | |
| Of which, internally displaced children (optional): | | | | | | |
| Of which, out-of-school children, in school age (optional): | | | | | | |
| Of which, children from marginalized ethno-cultural/ linguistic minorities: specify which ones (optional): | | | | | | |

Provide any comments on beneficiary children, if needed. This could include for example: the definition employed by the project for a particular subgroup (including a more granular description of these subgroups), the approach/tool used to calculate the number of beneficiaries overall or by subgroup, any limitation of the approach/tool employed for this calculation, and reasons why data on beneficiary children is unavailable. Please provide the number or proportion of girls for varied subgroups in the comment section below, if available.

The project provided access to over 15,800 children to quality school infrastructure. Additionally, over 3500 children were engaged in pilot schools (new TLMs, teachers trained in CBE pedagogy and assessment practices).

1 Highly Unsatisfactory - The project has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory - The project has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory - The project has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. Moderately Satisfactory - The project is expected to achieve most of its major outputs efficiently with moderaten shortcomings or delays. Satisfactory - The project is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory -The project is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

2 Highly Unsatisfactory - The component/objective has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory -The component/objective has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory -The component/objective has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. Moderately Satisfactory- The component/objective is expected to achieve most of its major outputs efficiently with moderate shortcomings or delays. Satisfactory- The component/objective is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory-The component/objective is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.