

# ESPIG Annual Progress Report Template for Projects

Status: Accepted

|  |   |  |  |
|--|---|--|--|
| <b>Country</b><br>Tajikistan                   | <b>Name of project this grant is contributing to</b><br>Tajikistan (multiplier) | <b>Grant ID</b><br>GPE0000352  | <b>Project ID (if applicable)</b>  |
| <b>Grant Agent</b><br>Islamic Development Bank | <b>Grant Type</b><br>MLT  | <b>Approval Date</b><br>01/17/2020   | <b>Grant Effectiveness / Start Date</b><br>08/11/2020                          |
| <b>Expected Closing Date</b><br>08/11/2024     | <b>Grant Amount</b><br>10,000,000 (USD)   | <b>Timeframe Examined in this report</b><br><b>From Date</b><br>12/31/2021 | <b>Date of Report Submission</b><br>06/15/2023<br><b>To Date</b><br>12/30/2022 |

## Implementation Progress

### Overall Project Progress this Reporting Period

|  |                              |
|--|------------------------------|
| <b>Overall Progress this Reporting Period</b> <sup>1</sup><br>Satisfactory (S) | <b>Previous Rating</b><br>NA |
|--|------------------------------|

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

The project progress rate was satisfactory.

Under the first component, about 60 schools are under construction and the procurement process for purchasing of equipment and furniture is completed. The procurement of civil works for the remaining 13 schools has been completed and construction will start after effectiveness of the US\$ 9.5 million additional financing approved by the IsDB Board of Executive Directors. It is expected that the amendment to financing agreements will be effective by the end of the April. About 20 school are completed.

Under the second component, during the second year of project implementation in 2022, there are number of key results have been achieved across all sub-components of the second component of the project with respect to the timeline of the project Results Framework and the Joint Work Plan endorsed between the Ministry of Education and Science (MoES) and the IsDB appointed Project Management Unit (PMU). Between January 2022 and December 2022, over 305 technical specialists across all MoES' affiliated agencies and Department for Higher Education of the Ministry of Education and Science (MoES) benefited from capacity building in the area of competency-based education, while high-quality tools have been developed, particularly in the area of analysis of learning outcomes, teacher professional development, and textbook development of Mathematics and Tajik language (grades five and eight). Partnership with four pedagogical universities was formalized across the following areas: 1. Blended Competency Based Education (CBE) course, 2. A model of CBE aligned school practicum, 3. Blended course on action research, and 4. Course on developing blended courses.

The report provides the details of the specific activities conducted during the reporting year and subsequent results in terms of products and changed practices. To sustain achieved results, UNICEF country office in Tajikistan has engaged with the MoES leadership to co-design project interventions, through the establishment of a national Steering Committee, chaired by the First Deputy Minister of Education and Science, and ensured participation of all relevant Heads of the MoES Departments. In addition, six detailed joint operational workplans were developed with all relevant affiliated agencies to facilitate co-creation

and a tailored approach to project implementation and capacity development. UNICEF in Tajikistan leveraged additional resources to achieve results beyond the framework to ensure larger impact and sustainability, including increase of pilot schools from 20 to 30, introduction of standardized learning assessment of Math and Tajik language, along with additional digital transformation of in-classroom teacher support mechanism and developed blended learning content, to be delivered under a newly developed teacher training platform.

During the reporting period, the MoES and UNICEF together with IsDB and GPE hosted the first National Teachers' Conference, which was conducted in August 2022 and brought together high-level representatives of the MoES and its affiliated agencies, including Republican Institute of In-service Teacher Training (RITTI), Academy of Education (AoE), Republican Teacher Methodological Center (RTMC), Republican Center for ICT (RCICT), UN agencies and other development partners present in the country. More than 150 people participated in the conference attending 12 different technical sessions conducted in parallel.

For the pre-service component, a face-to-face workshop took place on August 2022 that involved 102 specialists of four pedagogical universities and leadership of the AoE and the MoES.

All challenges encountered during the implementation of the project and presented in the previous report were addressed as part of implementation of project activities. The impact of reshuffling within the MoES leadership experienced in the beginning of 2022 was mitigated through the establishment of long-term partnerships with relevant MoES' affiliated agencies such as AoE, RCITC, CAEs, RITTI, and etc. This included signed work plans to ensure continuation of activities and joint ownership at technical level. Additional support to content updating and institutionalization will require further coordination and validation from the MoES responsible bodies and UNICEF in Tajikistan will continue collaborate with the appointed PMU to ensure even larger results in the coming years.

Under the component 3 relating to upgrading/modernization of the Education Management Information System (EMIS) the procurement process has been completed and a Russian company has been selected to handle the activities under the component.

Under the Component 4 relating to support for project implementation, the supervision consultant is hired, PMU is established and equipped, start-up workshop was conducted. It is expected that the mid-term review process will be conducted in June or July this year.

**Project Implementation Progress, by Component / Objective**

| Component / Objective                            | Level of Progress this Reporting Period 2 | Previous Rating |
|--|---|-----------------|
| Enhancing access to quality education facilities | 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:**

Component No. 1:  
 Under the component one, the construction of 13 retendered schools is expected to start from May 2023 (after effectiveness of the amendment to financing agreements about the additional US\$ 9.5 million allocated by IsDB to cover the cost overrun of the project). Procurement of Equipment and furniture are at the final stage, and it is expected that the equipment will be delivered in 4-5 months.

60 schools are at the advance level of construction There was cost overrun of civil works and equipment. The Government requested IsDB to allocate US\$ 9.5 million additional financing to cover the cost overrun. This was approved by the IsDB Board of Executive Directors and the addendum to Financing Agreements has been signed the IsDB Vice President (Operations) and the Minister of Finance of Tajikistan. After effectiveness of the addendum, the process will start to disbursement of the approved amount.

| Component / Objective | Level of Progress this Reporting Period 2 | Previous Rating |
|-----------------------|---|-----------------|
|-----------------------|---|-----------------|

**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:**

Component No. 2:

Developing a roadmap for coordination of future intervention by the government and development partners: It was suggested by the national and international team the development of national Roadmap should be moved to year four of the project implementation as it will have to build on the results of the project and will be aimed at providing a guidance for scaling up the good practices modeled within the framework of the project.

**SUB-COMPONENT 2.1: ROLL-OUT OF THE COMPETENCY BASED CURRICULUM**

1. Development of a classroom-based system of teacher support:

Next Steps: It was noted as part of the National Conference, that there is a need to conduct similar sessions related to the results of the baseline to all the stakeholders and continue to build the capacity of the AOE and other Affiliated Agencies in analysis and understanding of the results of baseline. This will continue as part of the capacity development plan across all sub-component of the project. During the next phase of the project activities, ongoing support will be provided to strengthen the teacher professional development system. The appointed technical team will continue the review of the core teams and initiate discussions around the development of the CPL, which will be the CPL with the existing teacher professional development system and provide teachers with ongoing professional development and mentoring support to implement CBE. Furthermore, the team will focus on continuous capacity building of the core groups, further development of testing and piloting strategies, as well as series of advocacy events, to discuss the opportunities the new CPL can provide to CBE implementation.

2. Revision of standards for math and languages:

Next Steps: The new revised standards for math and Tajik Language place a greater emphasis on learners taking an active role to encourage harmonization with teaching and learning strategies. Therefore, continuous professional development of the working groups is envisaged to make sure the right capacities there to support with harmonization of standards and learning strategies.

3. Development of a new in-service course for methodologist and deputy heads:

Next Steps: During the next phase of project implementation, additional face-to-face workshops will be run by the national consultant to help group members understand the tasks clearly. A series of ongoing discussions and workshops are planned to further strengthen the capacity of RIITI on BL to ensure the capacity issues are resolved. Additional technical expertise will be mobilized in the field of inclusive education and co- development of the blended course will continue through regular weekly workshops, selection of courses for testing and clear distribution of roles among consultants.

4. Development of a competency-based model for school practice for pedagogical universities:

Next Steps: Academy of Education is assigned to monitor the quality of work of each group members and connected remuneration to performance. Offer them to have a participant in each group to ensure information flow. Create an admin chat for university coordination teams and post all the issues there. Ensure that AoE is represented in the chat. Local consultants summarize issues on a weekly basis and share them in writing with AoE and UNICEF in Tajikistan. AoE of education in turn share the issues with university leadership teams in writing and reports to UNICEF in Tajikistan. UNICEF in Tajikistan requires the AoE to report on the coordination tasks they have performed. A group of interested people is organised among education professionals and act as a reserve team. These people are invited to take all the face-to-face and online meetings for free. Every three months a rotation is introduced, and non-working members of current Working Group members are substituted by active members from the reserve team.

5. Development of an e-library of material for education professionals:

Next Steps: Capacity development of the e-library will continue in the next quarter. In particular, the long-term use of resources and operationalization of the e-library will require extensive advocacy with newly appointed leadership.

6. Development and printing of modern set of language materials:

Next Steps: Therefore, continuous professional development of the working groups are envisaged to make sure the right capacities there to support the development of quality TLMs and learning strategies.

7. Development of a blended in-service course on aspects of inclusive education:

Next Steps: Mitigating these challenges, UNICEF in Tajikistan continually organizing additional training to develop ICT and BL relevant skills. In the next quarter, technical experts will focus on assigning micro-projects for learning by doing in the fields of pedagogical approaches and digital literacy. Face-to-face workshops continuously will be run by the national consultant to help group members understand the tasks clearly. A series of ongoing discussions and workshops are planned to further strengthen the capacity of RITTI on Blended Learning and IE to ensure the capacity issues are resolved.

This component is progressing well and expected results are achieved within the agreed timeline.

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**Component / Objective****Level of Progress this Reporting Period 2****Previous Rating**

Upgrading/modernization of the Education Management Information System Moderately Unsatisfactory (MU)

**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:**

There was a delay in procurement of this component. The reason was the lack of applicants during the procurement process. In order to expedite the process, the IsDB requested the Vice-President (Operations) approval for waiver to process the procurement with only two applicants including one Russian and One German companies. This was approved by the VPO and the procurement process has been completed and its is expected that the contract with the Russian company will be signed in the coming weeks.

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**Component / Objective****Level of Progress this Reporting Period 2****Previous Rating**

Support for project implementation

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 PMU is established and equipped. The startup workshop is carried out. The mid-term review meeting will be carried out in June-July 2023

## Progress on the variable part

Component No. One: Enhancing Access to Quality Education Facilities: The volume of restoration work which was several times higher than the maximum average amount was replaced in agreement with the IsDB. The proposals of all 22 sites were evaluated and contracts for 4 lots 1, 3, 4 and 8 were signed on January 17, 2022, and contracts for 2 more lots were signed on March 3, 2022. Applications for all 19 sites in Package-2 were opened and evaluated. The assessment report has been prepared and submitted to the State Unitary Enterprise/MOES, and work has begun. For package 3, tender documents for all 21 objects of were opened and the assessment report has been prepared and submitted to the PMU/MOES and the work has begun. Package 4 consists of 5 schools funded by the GPE and the Government of the Republic of Tajikistan. All contracts have been signed and construction work has begun. Package 4a consists of 3 departments of education funded by the government of Tajikistan. All contracts have been signed and construction work has begun. Package 4b consists of 2 departments of education and one school funded by the Government of Tajikistan. The locations of the schools and administrative building in each package are mentioned as follow: Package 1: Purchase of construction work for recovery/ construction of 16 schools in the areas of Dangar, Temurmalik, Baldzhuvon, Muminobad, Sh. Shokhin, Farkhor, Hamadoni, and in the cities of Dushanbe and Kulyab. Package 2: Purchase of construction work for recovery/ construction of 19 schools in the areas of Dangar, Temurmalik, Baljuvon, Muminobad, Sh. Shokhin, Farkhore, Hamadoni, Vahsh, and in the city of Kulyab. Package 3: Purchase of construction work for recovery/ construction of 21 schools in the areas of Huron, Pyanzh, Kushonyong, Dusty, Jaykhun, Shahritus, Dangara, Temurmalik, Muminobod and in the city of Kulyab. Package 4A: Purchase of construction work (the Office of the Education of the Dangara district and the education departments of the Temurmalik and Dusty districts); Package 4 B. Purchase of construction work (departments of the regions of the districts of Shohin and Jaykhun). Package 5. "Purchase of furniture, equipment, laboratory equipment, presentation equipment and accessories of subject rooms" Package 7. Selection of a consulting company for modernization and updating the educational system of the Education Department. Special procurement notifications were published in local newspapers and websites of the State Committee on Investments and State Property Management of the Republic of Tajikistan and the Ministry of Education and Science of the Republic of Tajikistan. The assessment of the proposals of the tender participants on the above packages were timely completed and were presented to the Islamic Development Bank for clearance. On the basis of the "no objection" of the Islamic Development Bank contracts for the construction of educational institutions were concluded. In particular, within: Package 1: 6 contracts

totalling 9,313,000.11 US dollars; Package 2: 5 contracts totalling 7,790,000.80 US dollars; Package 3: 7 contracts totalling 8,438,000.06 US dollars; package 4-5: contracts totalling 4,060,000.53 US dollars; package 4 A: 3 contracts totalling 4,068,000.14 US dollars; package 4 B: 2 contracts totalling 744,000.81 US dollars; equipment and accessories of subject rooms for 31 schools in the areas of Dangara, Temurmalak, Miminabad, Sh. Shokhin, Farkhor, Khamadoni, Kushonyon, Jaykhun, Vose, Huroson, Dusty and the city of Kulyab were procured. "The supervision consultant team closely collaborated with specialists from the Ministry of Education and Science to update the list of school furniture, justification of the quantity, and technical parameters of equipment and school furniture. After discussing and approval, the consultant team prepared a list of school furniture and equipment and the estimated purchase budget, which were approved by the IBR. After that, the supervision consultant of the project, together with the executive and implementing agencies, prepared tender documents and sent to the IBR to consideration and receive no objection. Component No. Two: Improving Competency Based Education SUB-COMPONENT 2.1: ROLL-OUT OF COMPETENCY BASED CURRICULUM: Development of a classroom-based system of teacher support: Based on previous reporting statements to ensure a comprehensive approach and timely availability of baseline data for all three project components, the data collection process was mainstreamed into a larger school-based assessment exercise combining all the baselines studies foreseen by the project. In this way, the baseline provided a holistic picture of the current situation in schools and classrooms, as well as enabled the establishment of clear interlinkages between different components of the project. One of the key achievements during the reporting period was the finalization and dissemination of results generated from the completed baseline study, which provides a good understanding of the current situation in schools and classrooms, and which informs the needs and gaps of CBE reform. The baseline study was completed in 60 schools (30 experimental and 30 control schools) across the various sub-components of the project, with data entered and presented to the MoES and national stakeholders. During the reporting year, the appointed research team, including international experts and appointed representatives of the AoE agreed on the approach to the analysis of the data of the baseline and progressively released the results to be presented to key institutions of the MoES through a series of workshops, including key recommendations on next steps within the framework of the project. The scope of the research went beyond the expected project document as it included the analysis of learning outcomes for Mathematics and Tajik language for grades five and eight, as such the results were shared with all the affiliated agencies of the MoES. As a result, a total of four data-sharing sessions and training workshops on the baseline were conducted to present the results of the baseline along with the developed structure of the in-classroom teacher support mechanism. More than 200 people from the affiliated agencies, as well as representatives of education departments from target districts, and development partners from central and regional levels participated in these events, culminating in the presentation of baseline results at the National Conference, conducted in Dushanbe in August 2022. With active involvement of the Quality Education Unit at the MoES, the instruments were presented to 35 monitoring specialists from Dushanbe and Districts of Republican Subordinates, as well as key specialists from Institute of Education Development, and Higher Education institutions. Throughout the reporting year, international and national experts closely engaged with the AoE Task Force to build their capacity in analysis and understanding of the results of baseline. Due to the scope of work being larger than anticipated and sensitivities around the results, a common decision was taken to have in-depth technical discussions, taking longer time than originally planned. Up to now, the analysis of students' achievements in Math and Tajik Language for Grades five and eight have been completed and presented to the MoES and other stakeholders during series of workshops and further at the National Conference in August 2022. The results of lesson observation and teacher questionnaires and their interrelationships with students' achievements have also been undertaken and the analysis continued until the end of 2022.

The first event for research team on baseline study was organized together with national research institution M-Vector during May-June 2022 and national and international consultants with the AoE to present methods of analysis of data and results where 48 specialists participated. Following this event, the AoE and specialists presented the Baseline results for Math to 89 participants from district and regional education departments from pilot regions and the MoES affiliated agencies. To make sure that pilot schools from Khatlon region can also use the results of the Baseline, one additional session was organized in Bokhtar with the participation of 68 school principals, methodological units, and leadership of Khatlon district education department. The development of classroom-based systems for teacher support has advanced during the reporting period while working closely with the appointed focal points at the MoES, supported by UNICEF appointed internal and national experts. Between January and March 2022, a functional review of the in-classroom teacher support system has been finalized. The review provided a clear picture of the existing system, gaps, and opportunities in addressing the needs of supporting teachers towards competency-based education reform. A core group consisting of 26 representatives of the Republican Teacher Methodological Center (RTMC) and Republican In-service Teacher Training Institute (RITTI) were extensively trained and supported to initiate development of a new in-classroom methodology based on the findings of the functional review. So far, the concept and structure of the Continuous Professional Learning (CPL) methodology and the process of mastering of the methodology and tools is organized through series of workshops -weekly face-to-face and online workshops with international and national expert teams. The process of testing of methodology and tools has already been initiated: the pilot schools are divided in ten clusters; two members of the core group are responsible for each cluster. Members of the core groups run face-to-face workshops in their clusters every two weeks starting from March to December 2022. Five days of intensive summer school on CPL methodology were organized for 136 mentors (60 participants from methodological cabinets, 50 Deputy principals from pilot schools and 26 core group) in Dushanbe. The aim of summer schools was to introduce mentors to concept and structure of the CPL methodology. The training of the core group members from RTMC on CPL continued throughout the reporting period with ongoing series of workshops including sixteen face-to-face and fourteen online workshops with participation of 26 members of the core group organized by the team of consultants. These workshops aimed at the development of diagnostic tools by area, setting

goals based on Specific, Measurable, Attainable, Result-based and Timebound (SMART) criteria, familiarization with the structure of the course for methodologists, based on the CPL methodology, and criteria for assessing the quality of the developed tools. Members of the core group had the opportunity to acquire complete information about the CPL Methodology during the organized online and face-to-face seminars and now they have the capacity to present the tools efficiently and build the capacity of targeted schools. In addition, the organized Conference in August 2022 brought the CBE reform closer to teachers by putting the teacher at the center of professional development using CPL methodology. Implementation of activities within the partnership with RTMC on CPL is ongoing. In mid-August, mentors and RTMC technical working groups members trained by the project reached out to more than 290 teachers representing clusters across the 30 project pilot schools in five locations to discuss and reflect on in-classroom support mechanisms and assessment tools for the teachers at the pilot school. Based on a two-day teacher seminar, there were collected feedback and proposals from teachers about having regular teacher gathering during the remainder of the project timeline, which will bring together around 200 teachers from the pilot schools and reflect on project products developed to provide in-classroom support and beyond to ensure CPL is in place. The development of mentoring skills for teachers takes a lot of collaborative work and institutional planning. Usually, it is done by practicing on a daily job with teachers. The RTMC and other affiliated institutions are working to develop mentoring course for methodologists and school deputies to keep the best mentoring practices. The 40 key working group members (both from RTMC and RITTI technical staff) are continually working on CPL methodology as a basis for mentoring course to support 90 head of Methodological Units at school level. The head of Methodological Units at school level will continue to use the CPL methodology to support their teachers' professional growth. The final draft CPL methodology was given to the MoES for revision and institutionalization. The endorsement of the CPL methodology will help AoE, RITTI and RTMC systematically move from "monitoring" to "mentoring". Based on the agreed workplan with RTMC and RITTI the 40 members of key working groups and local mentors managed to complete several important tasks based on Continuous Professional Learning (CPL) framework. The key working groups developed three types of working dairies (Working on Cluster Dairy, Local Consultant Dairy and Deputy Principals and Head of Methodological Units Dairy) to ensure the effective coordination and systematic implementation of activities of at 30 pilot schools. As of today the working groups could conduct six training consultations for the professional development of representatives of the working groups and carried out activities related to exchanging best practices of mentoring and teaching on the basis of CPL Methodology; working on different aspects of CPL Methodology in order to prepare lesson fragments based on those aspects; creating a course on Moodle platform using the Methodologists' mixed course module; alignment of the statement of the aspects of professional development of the teachers with practical activities of the real lesson; development of usage of appropriate teaching strategies; opening of the bank of statements on the aspects of the professional development of the teachers, preparation of textbooks on each bank of statements for the purpose of use during the implementation of the CPL Methodology. For effective coordination with the pilot school's deputy principals and head of methodological units of the pilot schools organised a learning conference in November 2022, where three guiding points of cooperation with representatives of the Tajik Language and Mathematics Committee were analysed, discussed and consulted. Also, a two-day consultation training was carried out at the beginning of December with the participation of representatives of pilot schools based on a previously planned program. Key challenges: It is important to note that all baseline study sub-components were combined in one comprehensive baseline study to ensure a streamlined and comprehensive approach to project implementation.

### Variable Part Reporting Template

**From** 2022-01-01T00:00:00.000Z **To** 2022-12-31T00:00:00.000Z

| Dimension   | Level of Progress this Reporting Period   | Previous Rating   |   |
|---|---|---|---|
| Equity  |   | NA  |   |
| 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.        | The target is achieved  |
| Actual Amount Utilized (in (USD) for Reporting Period | Proportion (%) of actual amount utilized to the planned allocation for the reporting  | Cumulative Amount Utilized (in (USD) for Reporting Period | Proportion (%) of cumulative amount utilized to the total allocation for the given VP |

1,000,000

**period**

1,000,000

**indicator.**

100

33

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

All evidences are submitted to LEG and the GPE secretariat

**Indicator**

2

**Baseline**

Improved accountability in selected (two) districts in each of all five provinces through annual district and school dashboards (datasheets) disseminated to all stakeholders

**Target for Reporting period**

All schools of 2 selected districts in each of the five provinces receive dashboards.  
Dissemination meetings held on yearly basis

**Achievement for Reporting Period**

The target has not been achieved yet. The IsDB is following up regularly.

**Actual Amount Utilized (in USD) for Reporting Period**

0

**Proportion (%) of actual amount utilized to the planned allocation for the reporting period**

0

**Cumulative Amount Utilized (in USD) for Reporting Period**

0

**Proportion (%) of cumulative amount utilized to the total allocation for the given VP indicator.**

0

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

N/A

**Indicator**

3

**Baseline**

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 for Reporting period**

Target: A national strategy for elimination of Triple-shift schools developed/adopted and 25 triple shift schools in DRS become double shift

**Achievement for Reporting Period**

The target has not been achieved yet.

**Actual Amount Utilized (in USD) for Reporting Period**

0

**Proportion (%) of actual amount utilized to the planned allocation for the reporting period**

0

**Cumulative Amount Utilized (in USD) for Reporting Period**

0

**Proportion (%) of cumulative amount utilized to the total allocation for the given VP indicator.**

0

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

N.A

**Dimension**

Learning

**Level of Progress this Reporting Period****Previous Rating**

NA

**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 |   | NA              |

| 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

Lessons, successful practices

Engagement of the MoES leadership from the beginning stage of the project. The project has been engaging leadership, management, specialists of the MoES and its affiliated institutions (institutions such as Academy of Education, Republican Inservice Teacher Training Institute and Republican Teacher Methodological Centre) via steering committee platform to provide support, guidance, help to design and do oversight of implementation of the CBE reform.

Engaging leadership in the process creates institutional memory and ownership of the project. Linking CBE reform agenda with current National Strategy for Education Development (NSED) until 2030. Affiliated institutions were not necessarily aware of the linkage between CBE reform agenda and NSED. Thus, the project actively supports the MoES and its affiliated institutions to coordinate interinstitutional planning, implementation and overseeing of the project implementation based on the current NSED/CBE reform.

Teachers: Teachers also are integral part of the reform agenda. However, teachers face the inadequate capacity to understand and implement CBE. Thus, the project deliberately focused on teacher professional development and training, along with national learning assessment system, and competency-based and enhanced learning content to drive towards implementation of the student-centered CBE reform.

Communication on the reform agenda should be done via multiple channels. In addition to the communication at the central level, it is important to ensure the communication by focusing on the different audience: teachers, methodological units, administrators and immediate schools and communities should be aware about the reform goals and strategies because they are the one who will be involved in using them.

Inclusive education: development of deliberate, consistent, and pervasive strategies (embedding Inclusive education within all project components) is needed to ensure the inclusion of equity angle if the



reforms are to be for all students. Currently, the project is designing a blended learning course content on inclusive pedagogy and developing a document guiding the adaptation of the curriculum and development of teaching and learning materials to the needs of students with special education needs.

#### Innovative interventions

Given the limited capacity of teachers, the project is trying to provide practical tools to support teachers: - Designing the new teaching & learning materials around student-centered tasks and introduction of a very detailed Teacher Guide to accompany the Student Workbook, to make up for limited teacher capacity to deliver competency-based lessons. - Introduction of different education templates/tools and practices into the work of the AoE, RITTI and RTMC throughout the process of teaching and learning materials and curriculum development, enabling them to carry on the work beyond the scope of the project or its deliverables.

## Impact stories

There are some potential practices (related to institutional capacity of curriculum and teaching and learning materials writers, assessment practices and Mentors and school level), but it seems a little too early to claim “impact”. UNICEF Tajikistan will continue with Continuous Professional Learning (CPL) for the next school year and then we will be hopefully able to claim this work with the pilot schools as a story of impact to be showcased.

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

| # | File Name                            | Document Type     | Description |
|---|--------------------------------------|-------------------|-------------|
| 1 | 10 2022-12-espig-progress-report.pdf | Knowledge Product |             |

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 |
|-------------------------|------------------------|--------------------------------------|-------------------------------|
| 0                       | 0                      |                                      |                               |

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.

#### Budget Variance Analysis for the Current Reporting Period

| Total Approved Budget for the Current Reporting Period | Total Expenditure for the Current Reporting Period |
|--|--|
| 0  | 0  |

## Management Performance

### Level of Management Performance

Satisfactory (S)

### Previous Rating

NA

### Detailed Description

No description was provided

## 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?**

Unlikely

## Annexes

### Annex 1: List of Acronyms

| Acronym | Description                                 |
|---------|---|
| CBE     | Competency Based Education                  |
| EMIS    | Educational Management Information System   |
| 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           |
| NSED    | National Strategy for Education Development |

## 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 |           | 0   | 0  |          |

### GPE Indicators

#### Teachers trained

| # | Indicator | Actual Number Achieved (during this reporting period) | % attributed to this grant (for cofinanced grants) | Comments |
|---|-----------|---|--|----------|
| 1 |           | 0   | 0  |          |

### GPE Indicators

#### Classrooms built or rehabilitated

| # | Indicator | Actual Number Achieved (during this reporting period) | % attributed to this grant (for cofinanced grants) | Comments |
|---|-----------|---|--|----------|
| 1 |           | 0   | 0  |          |

### 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:   |                        |                    |                      |                   |       |  |
| Of which, girls:   |                        |                    |                      |                   |       |  |
| 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.

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 moderate 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.