Project Appraisal Document (PAD)

The Joint IsDB/ISFD-GPE-OFID Project for Support to Implementation of the National Education Development Strategy of the Republic of Tajikistan (Phase-II)

Project Number:	"TJK1043"
Country:	"Tajikistan"
Department:	"Country Programs"
Regional Hub:	"Regional Hub Almaty (RHA)"
Date of Submission:	"1th July 2023"

Acronyms and Abbreviations

AFRU	Accounting and Financial Reporting Unit at Ministry of Education and Science
CAC	Committee on Architecture and Construction under the Government of Tajikistan
CBE	Competency Based Education
CCD	Capital Construction Department at MoES
CPF	Country Partnership Framework
CPD	Continuous Professional Development
CPL	Continuous Professional Learning
DCC	Donor Coordination Council
DED	District Education Department
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
ECDP	Early Childhood Development to Build Tajikistan's Human Capital Project
EFA	Education for All
EGRA	Early Grade Reading Assessment
EMIS	Educational Management Information System
EQU	Education Quality Unit at MoES
ESCP	Environmental and Social Commitment Plan
E&S	Environment and Social
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
HEIs	Higher Education Institutions
HRD	Human Resource Development
ICT	Information and Communication Technologies
ISCED	International Standard Classification of Education
ITTI	Institute for In-service Teacher Training
IVET	Initial Vocational Education and Training
JSR	Joint Sector Review
KPI	Key Performance Indicators
LEG	Local Education Group
M&E	Monitoring and Evaluation
MoES	Ministry of Education and Science of the Republic of Tajikistan
MTEAP	Medium-Term Education Action Plan
n/a	Not applicable; not available
NAEd	National Academy of Education
NCB	National Competitive Bidding
NDS	National Development Strategy
NLA	National Learning Assessment
NSED	National Strategy for Education Development
NTC	National Testing Center

NPV	Net Present Value
PCD	Project Concept Document
PCC	Project Coordination Committee
PCF	Per Capita Financing
PCR	Project Completion Report
PDO	Project Development Objective
PIG	Project Implementation Group
PIM	Project Implementation Manual
PISAR	Project Implementation Supervision and Assessment Report
PMSC	Project Management Supervision Consultant
PPRR	Project Preparation and Review Report
QESP	Quality Education Support Program
READ	Russia Education Aid for Development
RCA	Resilience and Climate Action
RTMC	Republican Teacher Methodological Center
RITTI	Republican In-service Teacher Training Institute
SCISPM	State Committee on Investment and State Property Management of Tajikistan
SEN	Special Educational Needs
STEM	Science, Technology, Engineering and Mathematics
SVET	Secondary Vocational Education and Training
TLM	Teaching and Learning Materials
ToT	Training of teachers
TJS	Tajikistan Somoni
TVET	Technical and Vocational Education and Training
VET	Vocational Education and Training
WASH	Water, Sanitation and Hygiene

Glossary

Blended learning. Structured opportunities to learn which use more than one teaching or training method, inside or outside the classroom, through which at least part of the content is delivered online.

Curriculum: In this project the curriculum is defined as the educational foundations and contents, their sequencing in relation to the amount of time available for the learning experiences, the characteristics of the teaching institutions, the characteristics of the learning experiences, in particular from the point of view of methods to be used, the resources for learning and teaching. Curriculum which indicates the knowledge, understanding, skills and attitudes that learners acquire as a result of teaching and learning, assessed through different means and/or demonstrated in practice.

Curriculum intended: A set of formal documents which specify what the relevant national education authorities and society expect that students will learn at school in terms of knowledge, understanding, skills, values, and attitudes to be acquired and developed, and how the outcomes of the teaching and learning process will be assessed. It is usually embodied in curriculum framework(s) and guides, syllabi, textbooks, teacher's guides, content of tests and examinations, regulations, policies and other official documents

Competency-based curriculum. A curriculum that emphasizes the complex outcomes of a learning process (i.e. knowledge, skills and attitudes to be applied by learners) rather than mainly focusing

on what learners are expected to learn about in terms of traditionally defined subject content. In principle, such a curriculum is learner-centered and adaptive to the changing needs of students, teachers, and society. It implies that learning activities and environments are chosen so that learners can acquire and apply the knowledge, skills, and attitudes to situations they encounter in everyday life. Competency-based curricula are usually designed around a set of key competences/competencies that can be cross-curricular and/or subject-bound.

Competency-based education (CBE): A system of education where the teaching and learning process, and the curricula and materials guiding it, are oriented toward students developing key and subject-specific competencies. To accomplish this, the system is built on four pillars: student-centeredness, development orientation, personalization/ differentiation, and authenticity.

Competency-based teaching[1]: Refers to specific teaching skills of interacting with students in classrooms, based on the clear definition of the knowledge, skills, and attitudes to be acquired.

Course (CPL) - one or more modules developed as part of a CPL program selected for a specific group of participants in order to reach a particular objective in a given context.

Curriculum design: The process of meaningfully constructing and interconnecting the components of a curriculum to address such fundamental questions as what needs to be learned and how and why, the resources required and how learning will be assessed.

Curriculum development: The process of designing the national, local, or school curriculum. To produce a quality curriculum, this process should be planned in a systematic manner. It should value the input of stakeholders and cater for sustainability and long-term impact. In contemporary educational practice, curriculum development is seen as a comprehensive cycle of development, implementation, evaluation, and revision to ensure that the curriculum is up-to-date and relevant.

Differentiation: The process of modifying or adapting the curriculum according to the different ability levels of the learners in the classroom. It is a strategy that teachers can use with a view to provide meaningful learning experiences for all learners. Differentiation takes account of learner differences and matches curriculum content and teaching and assessment methods to learning styles and learner needs and characteristics. It may focus on input, task, outcome, output, response, resources, or support

Differentiated learning. An approach to learning involves offering several different learning experiences and proactively addressing students varied needs to maximize learning opportunities for each student in the classroom and beyond.

E-learning. All forms of electronically supported teaching and learning, especially the web-based and computer- based acquisition of, and engagement with, knowledge and skills. It may take place in or out of the classroom.

Formative assessment: Classroom-based assessment, also known as "ongoing" or "authentic" assessment, consists of informal practices conducted by teachers and learners themselves to both monitor and improve the quality of learning processes.

1. https://learningportal.iiep.unesco.org/en/glossary/competency-based-teaching

Functional review: What distinguishes a functional review from a desk review that typically takes place in the beginning of a development project is its purpose, which in turn dictates its design. The purpose of a "traditional" desk review is to inform the specialist/s executing a development project of the context, with the project itself having been largely designed in advance. As such, the design of the desk review may be driven by a variety of considerations, typically focusing on listing existing documents/ initiatives/ products based on a framework chosen by a consultant. On the other hand, the purpose of a functional review, as proposed here, is to inform the design of, not just precede, the project implementation phase, in a way that addresses the underlying functions of institutions, processes etc. Accordingly, the design of a functional review is driven by the "functions", or purposes, behind envisioned changes, rather than the status quo of the system or externally pre-defined programming. Such functions can be organized into a map that defines the framework for the review. The description of the current situation, then, is made based on this functional map. The output of the functional review is a problem map that drives the design of the proposed project. As such, the project is structured around a vision of solutions to existing, functional issues. Another significant difference is that the desk review is usually carried out by external consultants, while the functional review is proposed to be done by consultants and local stakeholders jointly, to ensure alignment of vision for the project at its inception phase.

Inclusive education. Inclusive education is defined as a process of strengthening the capacity of the education system to reach out to all learners.

Instructional Time: The amount of time during which learners receive instruction from a classroom teacher in a school or a virtual context.

Key Competencies: Key competencies (e. g., communication, collaboration, critical and creative thinking) the capabilities people have, and need to develop, to live and learn today and in the future.

National learning assessment: Learning assessment is carried out by the national education system to monitor to what extent students are reaching key learning objectives as outlined in national curricula and to support learning for all on the system level.

Learning content: The topics, themes, beliefs, behaviors, concepts and facts, often grouped within each subject or learning area under knowledge, skills, values and attitudes, that are expected to be learned and form the basis of teaching and learning.

Learning environment. It indicates the learner's immediate physical surroundings (classroom, school) or virtual spaces, the resources made available to support the learning process, and the social interaction or types of social relationship functioning within this context and having an influence on learning

Learning outcomes. The totality of information, knowledge, understanding, attitudes, values, skills, competencies or behaviors a learner has mastered upon the successful completion of an education program.

Learning time. Generally, the amount of time during which learners are actively working on tasks and are effectively engaged in learning. There are different approaches to time in education. For example, a distinction can be made between: (a) officially allocated time, which includes school time (i.e. the total amount of time spent in school), classroom time (i.e. the amount of time spent in the classroom), and instructional time (i.e. the portion of classroom time devoted to the teaching and learning of curriculum subjects); (b) engaged time or time-on-task, which refers to the portion of time during which students are paying attention to a learning task and attempting to learn; and

(c) academic learning time, which indicates that portion of engaged time that students spend working on tasks at an appropriate level of difficulty for them and experiencing high levels of success.

Module (CPL) - part of a continuous professional learning program. Module is a minimal independent unit that can be mastered as part of the program.

Personalized learning. A process of tailoring education to learners' current situation, characteristics, and needs in order to help learners to achieve the best possible learning progress and outcomes.

Program (CPL) - a system of modules to support continuous professional learning of a particular group of education professionals over an extended period of time. Programs normally include recommendations on ways of combining modules into courses education professionals may take as part of their learning journey.

Summative assessment: The gathering of information on student performance at the conclusion of a course, program, or parts thereof to meet accountability demands. Can be value added, related to standards, quantitative or qualitative, embedded or not, using local or external criteria. When used for improvement, it impacts the next cohort of students taking the course or program. Example: examining student final exams in a course to see if certain specific areas of the curriculum were understood.

Student-centeredness. An approach to organizing teaching, learning and assessment based on the learner's personal characteristics, needs and interests.

Syllabus (plural syllabi or syllabuses). A document which outlines the aims, selection and sequence of contents to be covered, mode of delivery, materials to be used, learning tasks and activities, expected learning objectives or outcomes, and assessment/evaluation schemes of a specific course, unit of study or teaching subject.

Teaching and learning materials. Teaching and learning materials (TLM), are any collection of materials including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired competences or learning.

Currency and Measurement Conversions

US$ 1 = 10.2067 Tajik Somoni[2]

SDR 1= US$ 1.308860[3]

Project Team Members

	Name	Designation
1	Mohammad Mirzaei Kahagh	Operations Team Leader, SI, RHA
2	Jawara Gaye	Lead Global Education Specialist, ESID
3	Bensalem Haimoudi	Procurement and Project Financial Management Division
4	Kristonia Lockhart	Lead Women's Empowerment Specialist, RCA
5	Morooj Safdar	NGO and Civil Society Specialist, RCA
6	Yusuf Olatunji	Senior Climate Change Specialist, RCA
7	Moustapha I.S. Diallo	Fragility and Resilience Specialist, RCA
8	Rustam Eshonhujaev	Country Economist, RHA
9	Pius Elumeze	Consultant, ESID
10	Ilkhom Yakubjanov	Field Procurement Officer, RHA
11	Timur Sattarov	Field Disbursement Officer
12	Alexander Sokol	International Consultant
13	Anna Ermakova	International Consultant
14	Moharram Aghazadeh	International Consultant
15	Mohamed Mostafa Jawabreh	Senior Program Management Specialist, ISFD

Country Operations Manager: Br. Ali Muhammad Khan
Regional Hub Manager: Br. Ibrahim Shoukry
DG Country Programs: Br. Anasse Aissami
DG ISFD: Sister Hiba Ahmed
Vice President Operations: H.E. Dr. Mansur Muhtar

Date of Appraisal Mission: 30th Oct.-8th November 2022

2. https://nbt.tj/en/
3. https://www.imf.org/external/np/fin/data/rms_sdrv.aspx

Table of Contents

List of Technical Annexes

The Joint IsDB-GPE-OFID Project for Support to Implementation of the National Education Development Strategy of the Republic of Tajikistan (Phase-II)

A. Strategic Context and Rationale

1. Brief Historical Development of the Project:

1. The Ministry of Economic Development and Trade of the Republic of Tajikistan (IsDB Governor Office for Tajikistan) through letter No. 11/1-1064 dated 04/11/2021 requested IsDB to consider financing of the 2nd phase of the ongoing project Support to Implementation of the National Education Development Strategy of Tajikistan, TJK1025". The project was included in the IsDB Work Plan for 2022 as a category A operation.

2. In response to the invitation for expression of interest received through letters dated 15/11/20221 and 03/05/2022 of the Ministry of Education and Science of Tajikistan, IsDB through the Vice President Operations' letters dated 30/11/2021 and 13/05/2022 expressed its interest in becoming a Grant Agent of the GPE Secretariat for managing US$ 25 million grant allocation to support to implementation of the national education development strategy of Tajikistan and the partnership compact developed with the GPE support.

3. Through letter dated 21/06/2022 of the Minister of Education and Science of the Republic of Tajikistan, IsDB was proposed as Grant Agent for management of the above-mentioned grant allocation. This proposal was endorsed by the Local Education Group (LEG) Meeting dated 11th August 2022.

4. This project is co-financed by IsDB, GPE Secretariat and OFID. The GPE Secretariat has provided US$ 10 system transformation grant and US$ 15 million multiplier fund grant allocation to Tajikistan. The OPEC Fund for International Development (OFID) has allocated US$ 8 million to this project. The contribution of the Government of Tajikistan to this project is US$ 8 million. The IsDB is expected to contribute US$ 45 million including US$ 10 million ISFD Loan, US$ 20 million IsDB Loan and US$ 15 million instalment sale financing. The total cost of the project is US$ 86 million.

5. A joint IsDB/GPE Secretariat mission visited Dushanbe, Tajikistan on 7-13 August 2022 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. As agreed in the above-mentioned Aide Memoire, the IsDB Project Team

visited Dushanbe-Tajikistan from 25 September-2nd October 2022, for preparation of the Project.

6. The project appraisal mission (30 October - 8th November 2022) validated the PPRR and finalized the PAD on the bases of information and documents shared by the Ministry of Education and Science, consultancy analysis, deskwork, project concept document, Aide Memoire of the IsDB-GPE Mission to Tajikistan and information provided by the development partners.

7. In line with the GPE funding modalities, the PAD was reviewed and cleared by the Local Education Group (LEG) on 18th January 2023 including MoES, UN Agencies, civil society institutions and the development partners.

2. IsDB/GPE/OFID Operations in the Country:

IsDB Operations

8. Tajikistan became a member of IsDB on 01 June 1996. Tajikistan's capital subscription to IsDB is ID 18.2 million (0.04% of total IsDB subscribed capital), of which the paid-up capital is ID 3.2 million. Tajikistan is also a member of IsDB Group Entities i.e. ICD, ITFC, and IsDBI.

9. The first IsDB operation in Tajikistan was in October 1991 and the most recent one was in September 2022. The Bank's involvement in Tajikistan has focused on Energy, Agriculture and Education. As of September 2022, the IsDB Group has approved total financing of about US$ 662.6 million for Tajikistan. This includes US$422.8 million project financing by IsDB; US$43.5 million approved by ICD; US$182 million trade operations by ITFC, and US$14.2 million by other IsDB Group funds and operations. In addition, ICIEC has provided US$19.9 million as business insured and US$14.6 million as new insurance commitments. Groupwide active portfolio stands at 26 operations with a total amount of US$264.5 million. A total of 66 operations are completed with an amount of US$398.1 million.

10. Project financing represents 7% (US$46.5 million) of total financing, while trade financing represents 35.5% (US$235 million), and concessional financing is 57.5% (US$381.1 million). Sectoral breakdown of the IsDB Group operations in Tajikistan is as follows: the sector with highest share is Energy at 35.4% (about US$234.8 million) followed by Agriculture at 18.7% (about US$123.8 million), and Education at 14.4% (about US$95.6 million). The IsDB Group total disbursement reached US$487.8 million comprising US$335.8 million (68.8%) by IsDB, US$109.6 million (22.5%) by ITFC, and US$42.4 million (8.7%) by ICD. The total Repayment is US$281.4 million comprising US$143.3 million (50.9%) by IsDB, US$98.9 million (35.1%) by ITFC, and US$39.2 million (13.9%) by ICD.

11. For IsDB Bank alone, there are currently 6 active projects and TAs with a total amount of US$160 million. The disbursement ratio on the Bank's portfolio stands at 34%. The average age of the portfolio is 3.54 years, attributed to closure of aging operations in 2021. Except one project, all the projects are disbursing.

12. There are no issues in country related to signing and effectiveness of financing agreements. The active portfolio is proceeding well though main issue relates to low capacity of PIUs in procurement and fiduciary management. Procurement complaints issues often arise in portfolio of Tajikistan. The Bank has recently adopted a new project management framework for Tajikistan to strengthen the project and fiduciary management practices. The same framework is being adopted under this project to improve its management. The Bank is also in the process of hiring a field representative in Tajikistan which shall improve the portfolio supervision and oversight.

13. The share of social projects is growing thanks to proactive approach of the Bank in supporting the health and education projects. Only in the last two years, the Bank has approved two education projects and is expanding its foot print in this sector.

14. So far, the IsDB has no Member Country Partnership Strategy for Republic of Tajikistan. During his visit to the UN Climate Change Conference COP 27, which was held in November 2022, the President of Tajikistan met the IsDB Management to request for country strategy preparation in 2023. The Bank has planned to prepare a Country Engagement Note in 2023.

15. In addition, the IsDB engages the members of the Arab Coordination Group to finance the sizeable infrastructure projects in the country. IsDB has participated in several priority projects along with the members of the Coordination Group. The Bank also leverages on concessional windows available to Tajikistan, such as LLF, GPE and ISFD resources to extend concessional blended financing to the country. Experience shows that co-financing poses its own challenges as it can lead to delays in implementation either at start-up with Government wishing to sign all financing agreements at the same time; cross-effectiveness conditions, or finalization of consultancy by other co-financiers. Hence, harmonizing implementation and reporting arrangements for co-financed projects is essential to ensure expedited start-up of projects.

16. Pipeline: The Bank and the Government have identified several projects during various dialogues for possible inclusion in the Bank's pipeline for 2022-24. The highest priority of the Government is to channel most of the available financing for mega Rogun Dam Project, whereby IsDB is planning to participate in its financing along with the ACG members. In addition, the following three projects were included in the IsDB Work Program for processing in 2022-2023: Panj Irrigation Development

Project; Reconstruction and Rehabilitation of Guliston-Farkhor-Panj-Dusti Road (already processed), and the project to support implementation of the National Education Development Strategy Project (Phase-2) with GPE and OFID. In addition, Government has also requested Technical Assistance support for capacity building of Ministry of Economic Development and Trade in area of digital economy transformation, development of free economic zones, logistics centers with cargo airport facility to export agricultural products, e-governance, and the education sector. The IsDB and country seek to partner in establishing effective and impactful ecosystems for Islamic Finance, Hajj Management and Halal Industry proposing to explore ways and means to benefit from the experience of IsDB in these areas.

17. The summary of the IsDB (Bank only) portfolio is provided in Table-1 below:

Table 1: Summary of Country Portfolio Information

Indicators	No. of Operations	Amount (US$ Million)
Cumulative Net Approvals	62	452
Active Portfolio	6	160
Pre-Effective (Active) Portfolio as % of Active Portfolio Amount		0%
Post-Effective (Active) Portfolio as % of Active Portfolio Amount		100%
% of Total Active Portfolio Amount Older than 5 Years (from Date of Approva		40%[1]
Cumulative Undisbursed Commitments (CUC) as % of Active Portfolio Amount		64%
Average Age of Portfolio: - From Effectiveness - From Approval		 2.4 3.8

[1]Represents only one project, TJK1055 (CASA) which was declared effective on 18/12/2018 and has reached 45% disbursement

GPE Operations:

18. The cumulative GPE financing for Tajikistan has reached to US$ 61,608,082. The GPE has supported education sector development in Tajikistan through ten grants 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 2017. 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.

19. 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, IsDB, 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.

20. The fifth grant allocation is being implemented by IsDB as grant agent. This project is supporting construction and equipment of 73 schools, curriculum roll out, learning assessment, modernization of EMIS and stocktaking of CBE related activities by all development partners.

OFID Operations

21. The OPEC Fund has been enjoying a fruitful cooperation with the Government of Tajikistan since 1997, when the first public sector loan was approved. To date, the OPEC Fund has provided a total of 16 public sector loans to Tajikistan, amounting to US$ 142.55 million. Around 75% of the approved financing was directed to the transport sector. Other sectors included heath, energy, education and multisector. The OPEC Fund has also approved a loan in support of one Private Sector project in 2014, which was completed in 2015. Furthermore, Tajikistan was included in 9 OPEC Fund regional grants totaling about US$ 7.09 million, and the country has also received a total of 6 national grants, for an amount of US$ 0.9 million. The grants were in support of various sectors, including education, water supply and sanitation etc. The ongoing project portfolio consists of 4 public sector operations, totaling US$ 72.00 million. In terms of sector composition, the road transport sector (3 projects) has the highest share for an amount of US$ 62 million (86.1% of approvals), and the remaining financing is allocated to a multisector project.

Other Development Partners

22. The World Bank has provided total financing of US$ 2.44 billion to Tajikistan. The active portfolio of 25 projects amounts to US$ 1.39 billion, with 44% concentrated in financing the energy projects. The World Bank Country Strategy for

Tajikistan (2019-2023) aims to support Tajikistan's transition to a new growth model led by investment and exports driven by private sector development. It prioritizes three main areas: 1) building human capital and strengthening social resilience; 2) improving public institutions and fiscal and environmental sustainability, and 3) fostering private sector growth and market creation. The portfolio covers agriculture, energy, transport, governance, rural development, and social sectors. The priorities were recently realigned to address the immediate socio-economic challenges resulting from the COVID-19 pandemic. Tajikistan is also a recipient of additional financing under the Risk Mitigation Regime (RMR), with which it seeks to strengthen resilience against risks of fragility. So far, World Bank's financing for Tajikistan's COVID-19 response totaled at US$ 57.5 million.

23. The ADB's cumulative financial support to Tajikistan for 175 projects has amounted to approximately US$ 2.26 billion. The ADB's active portfolio for 22 projects amounts to US$ 731.5 million, with almost 47% allocated to energy sector projects (US$ 347 million) and 31% allocated for construction of CAREC road corridors (US$ 230 million). ADB helps Tajikistan to upgrade its energy generation and transmission and transport network identified by the Central Asia Regional Economic Cooperation (CAREC) transport corridors and strengthen its regional trade and connectivity. The rest of the active portfolio is directed to water resources management, vocational education, and environmental safeguards. ADB Country Partnership Strategy emphasizes widening Tajikistan's economic base by exploring its domestic and international competitive advantages and improving the country's investment climate to create more jobs. Later, in 2020, ADB has adopted Country Operations Business Plan for the period 2021-2023 with objective to help the government achieve its strategic priorities of energy security and efficient use of energy, improved communications and repositioning as a transit country, food security, and the creation of jobs through improved human capital and increased private investment towards economic diversification and competitiveness. ADB has also recently approved US$ 25 million of grant for vaccine financing.

24. The EBRD's approved a country strategy for Tajikistan for the period 2020-2025. The strategy focuses on issues such as a volatile macroeconomic environment, a challenging business climate, and vulnerability to climate change factors. EBRD also plans to increase its operations in local currency. The total amount of the EBRD approved portfolio in Tajikistan is Euro 916 million for 152 projects of public and private sector. The total amount of active portfolio is Euro 551 million.

25. 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 25 projects with a total financing amount of US$ 513 million. These include transport, social sector, agriculture, and water supply projects.

26. Additional information is provided in Annex-3.

3. Project Context:

Country Context

27. The Republic of Tajikistan is a mountainous and landlocked country located in Central Asia. The total territory of the country is about 143,100 km^2 out of which 95% are mountainous areas. This country is bordered by the Kyrgyz Republic and Uzbekistan to the North and West, Afghanistan to the South, and China to the East. It is a low-income and least developed country with real GDP per capita of around US$ 896. It has significant hydropower potential and strategic minerals including coal, gold, silver, precious stones, and uranium. Tajikistan is a predominantly rural and agricultural country with only 25% of its population, which is currently estimated at 9.8 million, living in urban areas, though the share of agriculture has been declining in the economy of the country, though it still employs 60% of the population.

28. Tajikistan has a total population of about 9.8 million in 2022. Majority of the population falls within the 15-64 age group. Tajikistan is ranked 125 out of 189 countries in the Human Development Index (HDI) 2019 with a score of 0.668, putting the country in the medium human development category. In the WEF's Global Competitiveness Report, Tajikistan is the 104 most competitive country in the world. Tajikistan is a least developed member country according to the IsDB country assessment category and therefore, the country is a recipient of the IsDB concessional resources.

29. The economy is estimated to have grown by 9.2% in 2021 compared to 4.39% in 2020. In 2022, growth is projected to increase to 5.5%, which is contrary to expectation that the economy of Tajikistan would suffer due to the regional conflicts and closure of business in Russia, the main labor market for Tajik migrants. Strong remittance inflows proved to be the main driver of robust domestic demand as a result of the increase in the number of labor migrants and a favorable exchange rate (as the appreciation of the Russian Ruble increased the value of remittances). Led by services and industry, the economy reported a broad-based expansion of output across sector. Meanwhile, annual inflation is estimated to rise from 8.58% in 2020 to 8.97% in 2021 before decreasing to 8.25% in 2022.

30. General government gross debt declined from 50.43% of GDP in 2020 to 44.40% in 2021 and is expected to decline further to 39.39% in 2022. On the other hand, total foreign debt has decreased from US$6.80 billion in 2020 to US$6.73 billion in 2021. It is projected to increase in 2022 to US$7.6 billion. The budget deficit

narrowed to 1.9% of GDP in 2021 compared to 4.34% in 2020 before reaching 2.4% in 2022. The authorities balanced the government budget in the first half of the year. Vigorous domestic activity and import expansion led tax and non-tax receipts to exceed targets. The share of social sectors (education, healthcare, and social protection) in total budgetary spending remained at 40%.

31. The current account surplus reached 4.13% of GDP in 2020 and is projected to decline to 3.85% in 2022. Total international reserves stood at US$2.24 billion in 2020. However, they are projected to increase to US$2.92 billion in 2022.

32. Over the past decade, Tajikistan has made steady progress in reducing poverty and growing its economy. Despite this, Tajikistan remains the poorest country in the Central Asia region. Between 2000 and 2021, the poverty rate, measured by national poverty line, fell from 83% of the population to an estimated 26.5% while the economy grew at an average rate of 7% per year. Despite strong economic performance, Tajikistan struggles to achieve food security and overcome structural bottlenecks to create jobs. However, the rate of job creation has not kept pace with the growing population, leaving the economy vulnerable to external shocks, while the role of the private sector in the economy remained limited. While poverty rates are falling overall, the urban-rural poverty gap is widening with about 2.2 million (nearly one-quarter of the national population) living below the national poverty line in rural areas.

33. In June 2016, Tajikistan launched its National Development Strategy 2016-2030, which aims to achieve four major objectives: a) ensuring energy security and promotion of efficient use of energy; b) moving from a deadlock to a transit country; c) ensuring food security and improving public access to quality food; d) expansion of productive employment. The National Development Strategy (NDS)-2030 sets a target of increasing domestic incomes by up to 3.5 times by 2030 and reducing poverty by half.

34. Tajikistan has a considerable potential in generating and exporting clean, renewable energy and thus contributing to the global climate change agenda. The construction of the 3,600 MW Rogun Hydropower Plant is the de facto centerpiece of the Strategy. Upon full commissioning in 2032, the Government envisages the Rogun HPP to significantly boost hydropower exports and remove energy shortages, contributing to growth, government revenue, and, hence, poverty reduction.

35. The founding principles of the strategy include a) measures to prevent the vulnerability of the future economic growth; b) efficient use of national resources; c) innovation and development in all areas of socio-economic development of the country. Its implementation will be done in three phases: the first phase (2016-2020) - transition to a new model of economic growth, investment, increase production

aimed at export and import; the second phase (2021-2025) - rapid growth of investment; the third phase (2026-2030) - transition from industrialized growth strategies to diversified production and knowledge-based innovation. The NDS 2030 requires US$ 118 billion for full implementation. Further, the achievement of NDS would require Tajikistan to transform its current growth model and give the private sector more opportunities to invest, create jobs and contribute to innovation and growth.

36. The possible challenges for implementation of the above strategy are lack of financial resources and low level of investments, marginalized economy due to its geographic position and effective governance. Successful commissioning of the Rogun HPP could spur growth. However, to realize that Tajikistan needs to surmount several short and long-term challenges, including the mobilization of financing to complete the Rogun construction and cross-border transmission lines for exports, risks of debt distress, macroeconomic management, youth unemployment, fragility and climate change, and other macroeconomic issues.

37. Tajikistan's high vulnerability to climate change and natural disasters represents an additional challenge to successful economic management. Between 1992 and 2016, natural and climate-related disasters caused GDP losses of around US$ 1.8 billion, affecting almost 7 million people.

38. The social and economic wellbeing of the population severely deteriorated following the outbreak of COVID-19. With the pandemic outbreak, the long-term plans of the Government were suspended since the bulk of its efforts, both financial and physical, have been diverted to curb the devastating effect of the spreading coronavirus and its subsequent implications. Tajikistan has endorsed its anti-crisis program in early April 2020. Social protection measures were adopted, and subsidies and food baskets provided to the most vulnerable part of population. Due to huge pressure on the national budget, the IMF, WB and G20 endorsed the Debt Service Suspension Initiative (aka DSSI) in April 2020. Tajikistan has benefited from that decision, which helped the country to delay the payments dedicated for 2020 to its bilateral partners.

39. The economy has been experiencing a fast recovery in 2021. A sharp increase in precious metal exports, recovery in remittance inflows, and a pickup in private investment and consumption supported this rebound. However, the labor market remained weak and food insecurity more prevalent compared to pre-pandemic levels. In addition, in 2022, the economy faced a new set of challenges due to the war in Ukraine. As per World Bank, in 2022, Tajikistan's economy is expected to contract by about 2% as result of the war in Ukraine. The main driver of this contraction is a projected 40% fall in remittances, which is expected to lead to sharply lower private consumption and investment. Other factors, including high

prices, disruptions to trade, and the financial system, are also expected to contribute to the contraction. Other risks include the re-emergence of new pandemic waves, new border conflicts with the Kyrgyz Republic, and the spillover of security risks from Afghanistan. In addition, institutional challenges to private sector development and job creation weigh heavily on the country's growth prospects.

40. The poverty rate is expected to increase. The contraction of the economy and the new tax code, introduced at the beginning of the year are expected to lower tax revenues. This, along with an anticipated anti-crisis response spending, is projected to increase the fiscal deficit in coming year.

41. However, at this point, contrary to earlier expectations, the economy grew by 7.4 percent year-on-year (y/y) in the first half of 2022, despite the war in Ukraine. Full-year GDP growth is expected at 4.2%.

Thematic Context

42. Women empowerment: Tajikistan inherited an ideology that supported equal rights for women and men when it declared independence. However, traditional patriarchal patterns of family and social life re-emerged in the early transition years as the country moved away from its Soviet past. This was exacerbated by a devastating civil war that left an estimated 25,000 widows, 55,000 orphans, and almost one million displaced persons. Immediately following the civil war, girls were married off before completing their education, resulting in a generation of women with less education than their mothers and they are repeating the cycle with their own children.[4]

43. Since then, Tajikistan has made some progress in improving gender equity however, men in Tajikistan outperform women in all aspects of the human development index excluding health where female life expectancy is greater than male life expectancy and data from 2017 show a decrease in maternal and infant deaths.

44. The Social Institutions and Gender Index (SIGI) indicate that women and girls face the greatest challenges and discrimination due to family-related factors and poor access to productive and financial resources. For instance, although the country raised the age of marriage from 17 to 18, 14% of girls are married under the age of 18. As a result of early marriage women have less employment opportunities and self-determination putting them at a great disadvantage in taking part in decision making and actively participating in society.

[4] 4. Tajikistan Country Gender Assessment by ADB, 2016

45. Tajikistan ranked 137th out of 153 countries in the World Economic Forum's 2020 Global Gender Gap Index with a score of 0.626.[5] While its scores for educational attainment and for health and survival are relatively high, scores for both economic participation and opportunity (labor force participation, wage equality, and the numbers of senior, professional, and technical workers) and political empowerment (women in parliament and ministerial positions) are low and offset the other positive indicators of equality.

46. The gender parity index (GPI) is slightly higher in rural than in urban areas, although its explanation is hampered by the fact that the total fertility rate, population growth, average marriage duration and gender composition of the population suggest that rural areas dominate the country's population structure. At the same time, GPI differences in urban and rural areas may be explained by the fact that many younger groups with higher expected birth rates prefer to migrate to large cities and towns. These indices indicate that women are not reaching their full human potential particularly in educational attainment and labor market participation.

47. While several supportive social and policy initiatives undertaken have helped to improve educational accessibility, female enrollment continues to lag behind male and there is gender difference in the fields of study which contribute to the occupational segregation persistent with the gender pay gap. Records show women earn 60% of what working men are earning which as attributed to women mainly engaged in the lower paying sectors such as education.

48. 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. The reasons for high dropout rates among girls include early marriage, and unpaid Care work such as housekeeping and caring for younger family members.

49. Although enrolment rates have been historically high in primary grades, there is evidence of dramatic dropout rates once enrollment is no longer mandatory despite the fact that secondary education is free. According to UNICEF only 64 percent of girls transition from lower to upper secondary compared to 86 per cent of boys. This brings about consequences for girls' readiness for adult life resulting in greater gender imbalances

50. Lack of access to water, sanitation, and hygiene services particularly in secondary and tertiary schools where girls have entered puberty negatively impact

[5]5. http://www.weforum.org/docs/WEF_GGGR_2020.

girls' attendance. This is coupled with the physical burden imposed on girls who have the responsibility to collecting water which poses health risks and probability of affecting the attendance of girls in schools.

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

52. The national framework for gender equality, specifically the Law on State Guarantees of Equal Rights and Opportunities for Men and Women, lacks clear implementation processes. Other laws aimed at protecting women's rights and security, such as combating human trafficking, preventing domestic violence, and raising the legal age of marriage to 18 years. The National Strategy for Enhancing the Role of Women in Tajikistan includes lists of concrete actions to improve women's participation in education, labor market, entrepreneurship, and politics, albeit without identifying responsible agencies, timeframes with milestones, and funding sources.[6]

53. Youth Empowerment: Tajikistan has the youngest population, the highest population growth rate, and the highest fertility rate. 37.3% of the population is less than 15 years old, with young people aged 15–24 years making up 17.2% of the total population.

54. Those aged 25-49 years comprising 32.4%, with just 13.1% aged over 50 years. With most people under the age of 25 and a population growth rate of 2.32% per year, population projections indicate that, in the next two decades, the number of children, particularly those 5–14 years old, will continue to increase by as much as 10%. Such trends create a demographic setting where the young-age dependency ratio is relatively high and the old-age dependency ratio low, with many young workers entering the labor force. This "youth bulge" will require government policies and actions to ensure that education and employment opportunities exist and that a "demographic dividend" does not materialize. The youth bulge will expand the demand for public services and the need for human capital investments.

55. The employer needs in labor and mid-level specialists are extremely important because, they are key in addressing the problem of underemployment and poverty in Tajikistan. The main challenge is how to ensure adequately educated/trained workers to meet the needs of the labor market both domestically and abroad.

6. Tajikistan Country Gender Assessment by ADB, 2016

56. The last labor force survey of 2016 shows that the unemployment rate in the country is 6.9%, while it increases to 10.6% for youth 15–29-year-old[7] and labor under-utilization among the young population (aged 15-29 years) was 20.5%[8] which means that one in five young people could not thrive and reach their labor and full potential. The market in Tajikistan is not creating an adequate number of jobs for young people joining the labor force. Annually, there are around 150 thousand new entrants into the labor force, but the market only creates 30-40 thousand jobs, which indicates a deficit of over 110 thousand jobs.[9]

57. In 2019, the national employer survey by the World Bank was carried out with the coverage of 400 employers who had 27.555 workers registered in their payroll. The survey covered five major sectors of the economy and various types of employers based on ownership and size. More than 75% of employers stated that a higher education diploma is important in hiring new employees, while about 47% of all surveyed employers were reportedly unsatisfied with the professional skills of their current employees. This suggests that employers not only want to attract additional skills and competencies (which they currently lack), but at the same time recognize that their employees require education and training. This opens broad opportunities for universities and vocational education institutions to interact with employers. Another study of state educational/professional standards also revealed that for some academic specialties professional skills are generally absent or require substantial improvement to meet the needs of the labor market.

58. A better indicator to understand the situation of youth is the NEET (Not in Education, Employment, or Training) which shows both the number of unemployed and the number of economically inactive young people out of school or training. The level of NEET-youth (15-25 years old) in Tajikistan is 38-41%, which is a high level by international standards and the highest level in Post-Soviet Union countries.[10]

59. The 2021 Country Gender Assessment of Tajikistan done by the Word Bank highlights that there is an alarming gender gap of almost 42 percentage points between youth male and female NEET rates (7.2 versus 49.3). This is shown across the entire country. This gender gap in NEET for Tajikistan is high even when compared internationally.

60. In addition, some young people with tertiary education and TVET become in-active during the transition after school, which accentuates the importance of

7. Mirov, Loikdzhon, 2020, The Impact of Education and family Background on NETT-Youth of Tajikistan, Technological University of Tajikistan
8. World Bank, 2018, Country Economic Update Spring 2018: Tajikistan
9. Mirov, Loikdzhon, 2020, The Impact of Education and family Background on NETT-Youth of Tajikistan, Technological University of Tajikistan
10. Ibid

creating mechanisms to link young people with jobs and have a smooth transition from education to work.

61. Another challenge facing young people's employment is informality. Most of the youth are working in the informal sector and unpaid jobs. In 2013, the proportion of paid employees in the informal sector stood at 39%, and the share of unpaid workers was 18%.[11] As most of the population live in rural areas and agriculture is a main source of income, the informality, seasonal and temporary jobs are widely spread in rural contexts, specifically in the agriculture sector, where unpaid family workers are very common. It is estimated that one-third of youth in Tajikistan are in unpaid jobs.[12]

62. Overall, unemployment and poverty remain high. Most of the Tajikistan's youth are active in the labor market, and people aged 15-29 years make up the largest share of the working population of 15-64 years, while job choices are limited for all young people.

63. The National Youth Policy of Tajikistan (2006) aims to ensure the rights and freedoms of youth, guarantee education, employment, and create conditions for the professional, spiritual, and physical development of youth, support young talents, social protection, prevention of religious extremism, and promote youth organizations.[13] Additional information is provided in Annex-4.

Sector Context:

64. In 2021, Tajikistan endorsed a new National Strategy for Education Development until 2030 (NSED 2030) - an upstream education policy document that sets medium and long-term objectives and determines the priority directions for the development of the education system. The main and long-term goal of the NSED 2030 is the "creation of an effective education system that provides inclusive and equal opportunities and contributes to the development of abilities, intellectual development, employment, and improvement of the general well-being of the population of the Republic of Tajikistan.

65. The NSED 2030 defines the strategic priorities of the education sector as follows: (i) Ensuring equality and access to education; (ii) Improving the quality of education; (iii) Increasing financial stability and effectiveness in the education sector; and (iv) Creation of the national professional network of scientific and technical development. The key objectives of the NSED are: (i) Ensuring equal access and participation in education and science at all levels for all throughout the

11. World Bank Group, 2017, Jobs Diagnostic Tajikistan
12. World Bank Group, 2017, Jobs Diagnostic Tajikistan
13. Ibid

life; (ii) Improving the quality and relevance of education at all levels; and (iii) Strengthening effective governance of the sector.

66. The NSED Result Framework builds on SDG indicators reflecting the country's commitment to monitor the achievement of SDG targets. However, in the absence of a monitoring mechanism to track the NSED 2030 targets, there is no reliable data on achievements of the targets. The annual Joint Sector Review as a mechanism for review and planning has not been functional since 2018.

67. Preschool Education: Preschool education coverage remains low with access rates dropping in 2021 by 0.6 in comparison to 2020, making a total of 15.3%. Increased domestic investment and priority focus of education policy on expanding coverage in preschool education, the enrolment rates have stagnated at 15%, without significant change over the past seven years (2014-2021). UNICEF reports the following reasons for this: a) Preschool education system offers limited services in public, alternative and private settings, which continue to rely critically on external funding collected mainly by parents; b) public allocations for early childhood education are underfunded, standing at only 7% out of the total education budget and 0.42% of GDP; c) over 65% of preschool teachers hold general secondary and vocational education background and do not have required qualification to support young children' development and learning; and, d) Lack of collaboration between different sectors responsible for provision of services to young children leads to absence of an effective monitoring and common vision to ensure holistic development of a child.

68. The government has developed and approved a National Program for Private investors to make investment into preschool more attractive for the private sector. At the same time, the country is considering scenarios for transition to 12-year education through the introduction of compulsory one-year preschool education for children aged 6. The development of a Roadmap for this transition is currently planned within GPE's System Capacity Grant and will offer a step-by-step integration of 6 years old into compulsory formal education.

69. General Secondary Education: General secondary education in Tajikistan is a priority in terms of geographical coverage and resource allocation. In the 2019-2020, there were 3,884 general secondary educational institutions. Out of the total number of full-time educational institutions, 3,299 (85%) are in rural areas with an enrolment of more than 1.4 million students. 3,127 full-time educational institutions (81%) provide a full cycle of general secondary education (grades 1-11), while 315 schools (9%) offer education only in primary grades (grades 1-4). Enrolment in general secondary educational institutions is high. However, school dropouts before completing education and greater gender differences exist. This results in

decreased attendance and a higher dropout rate for girls. In 2019-2020, 47% of girls were enrolled in grades 1- 4, 51% in grades 5-9 and 46% in grades 10-11.

70. To improve the quality and relevance of education, the country initiated the Competency-Based Reform through GPE funding implemented by the MOES. To improve the quality and relevance of education, the country initiated the Competency-Based Reform through GPE funding implemented by the MOES. Since the launch of the reform in 2012, with support from development partners a new generation of subject standards were developed for all subjects of primary and secondary grades. Key partners in transitioning to CBE were GPE and WB, Quality Education Support Program (QESP) of the European Union, USAID, UNICEF, OSI and AKF. A wide range of policy and training materials for CBE were developed by various projects, and primary and secondary teachers trained on CBE and other related topics through cascade models.

71. The documents produced included a teacher competency framework, policy concept on assessment, guide on development of curriculum, a large number of materials on teacher professional development, programs and materials for STEM subjects, as well as approaches and items for organizing national assessment. The RWM project started introducing a large-scale mentoring system for primary school teachers in various regions of the country. Recently UNICEF, USAID and AKF experimented with various models of a blended approach which are currently being piloted. UNICEF also launched an Adolescent Competency Framework to support the introduction of competency-based learning in additional education.

72. The results of the Stocktaking exercise and project preparation mission indicate that MoES institutions are mostly unaware of the documents developed for them and for the implementation of which they are considered to be responsible, thus confirming the lack of institutional ownership at technical level. The documents have mostly been endorsed only at the MOES central apparatus, remain at the hands of select individuals who developed them and are not embedded within the system.

73. Close engagement with MOES institutions within the framework of current GPE-ISDB project has also confirmed that the current actual structures, models, tools of relevant MOES institutions continue to remain outdated and are not in line with CBE, while the products developed by different projects are used mostly within the project timeline and activities, or only partially embedded within the system. At the same time, the LEG thoroughly discussed the “how of the reform” noting that business as usual will not yield the desired results and that approaches to project implementation must change. Recent learning outcome-focused assessments carried out within specific projects (EGRA, and IsDB/GPE Baseline) have revealed that the quality of education continues to lag behind. The country developed a COMPACT Partnership document whereby the MoES and all development partners

engaged in national education reform agreed to focus on implementation of CBE reform for improved learning outcomes. The document identifies a number of key areas related to CBE which require "transformational change" to allow for its successful implementation. These include Curriculum, Teacher preparation and professional development, learning assessment and efficiency of education management (EMIS, evidence-based decision-making).

74. Most of the standard revision is undertaken with support from development partners and is based on involvement of individual national authors in working groups. With so many parties (state and development partners) involved in curriculum revision and in the absence of a coordinated approach, the national subject standards and programs lack a unified vision to ensure alignment across curriculum components, subjects, and grades.

75. The MoES and development partners agree that the education system lacks a structure responsible for overseeing the revision of the curriculum and ensuring all work on curriculum is in line with one common vision. While representatives of key affiliated agencies of the MoES play a role in revision of standards as individuals, the functions of these agencies in relation to curriculum remain unclear and redundant.

76. Similar challenges exist in the process of development and integration of teaching and learning materials (TLM) - processes for designing, prototyping, testing, and integrating teaching and learning materials remain unclear. Often the process of revision of standards is not followed by revision of teaching and learning materials, and the majority of existing TLM remain inadequate for CBE integration in school.

77. Teacher professional development. The total number of teachers increased by 30.8% between 2010 and 2018 and reached 124,593 teachers in 2019-2020. Out of the total number of teachers, 74% (or 92,224 teachers) have higher professional education. Despite the growth in the teaching personnel, there was a slight increase in the average number of students per teacher (from 16.7 in 2010 to 17 in 2019). The Government has developed and implemented measures to train teachers, develop curriculum, ensure compliance with new teaching standards, and increase remuneration in general secondary education. These measures have contributed to an increase in the number of teachers and their qualifications. However, securing educational institutions with pedagogical personnel is not yet fully addressed, and sometimes ground-based teachers are not familiar with modern teaching methods. According to MoES reports, in 2022 Tajikistan still lacks 3,400 general secondary teachers.

78. The MTEAP 2021-2023 aims to create a system for teachers' needs assessment and improve the system of training, retraining, professional

development, attestation, and certification of teachers keeping in mind transition to a 3-year professional development cycle. It stresses the need to create innovative mechanisms for distance and blended learning, including necessary infrastructure. It also tasks relevant agencies to update and strengthen the system of methodological support to teachers to improve the quality of education. It emphasizes that the preparation of teachers of educational institutions should be based on "competency-based approach and consistent with their professional development".

79. Nevertheless, the two systems remain delinked from competency-based education reform, and their curricula and structures have not been significantly updated to reflect the new approaches to teaching and learning, apart from few changes in the content of their courses.

80. The current structure and curricula of pedagogical faculties does not prepare future teachers for a competency-based school which puts pressure on the system to provide additional professional development on CBE when they enter schools. During their studies at pedagogical faculties, students experience little CBE methodology, proposed courses continue to follow traditional approach and the pedagogical practicum does not provide students with CBE experience.

81. The reform in the teacher preparation system is mainly supported by the World Bank Higher Education Project. The project has introduced the use of Moodle and Canvas to enable the system to use blended and distance learning approaches, however, the pedagogical universities lack skills to develop appropriate content and use the platforms for learning purposes. Currently, their use is limited to uploading syllabi and schedules, tracking attendance of students, and communicating the results of tests. Other development partners such as EU, UNICEF and USAID have offered their support in the form of new courses and new approaches to school practicum, however, these haven't been either institutionalized or fully implemented yet.

82. In 2019, MoES endorsed the Teacher Competency Framework developed within the framework of the EU funded QESP1 project. The document was expected to guide teacher preparation, professional development, and appraisal systems. However, at this stage, no changes have been made to any of the above systems based on the endorsed document. Moreover, organizations expected to use the document in their professional activities, such as the Republican In-service Teacher Training Institute (RITTI), do not understand how they can do it.

83. Speaking about teacher professional development, NEDS 2030 proposes that the training of teachers will be "built on modular and competency-based approach" and delivered in a modular way, including distant modules that will include all the required support materials available to teachers in an electronic form.

The document also recognizes that a 5-year professional development system does not yield results and proposes a transition to a three-year system. While the latter appears to be part of the current reform agenda, modular courses in distant and blended format are not yet seriously considered by the system.

84. While teachers are required to complete a subject based course once in 5 years and programs of the courses are revised every 3 years, they are not aligned to the revision of standards and development of new TLMs. Face-to-face 6 or 12-day courses are funded by local governments and there is no system to track participation of teachers in these courses.

85. Content of courses offered to teachers does not correspond to professional needs of participants as the system lacks tools for identifying them. Therefore, courses continue to offer the same content and structure to all teachers without considering their learning paths. Course participants also do not have anyone to turn to with questions or challenges between the courses, RITTI and Republican Teaching Methodological Center (RTMC) do not coordinate the work and their approaches are not aligned around teachers' needs.

86. Practically all projects implemented by the development partners in Tajikistan have included a component addressing in-service teacher training. By 2019, MoES had claimed to train 100% of the primary and secondary teachers with support from GPE-4, EU (QESP-1) and USAID Read with Me Project. Numerous training programs, teacher guides and modules were developed to support the one-time cascade training on CBE approaches.

87. Most of the efforts by development partners have not been sustained and institutionalized by the system in general, and RITTI in particular. Development partners have tried to collaborate through various mapping exercises, but the lack of a strong framework for collaboration and a common vision for teacher education and support has not allowed them to make a significant impact on the reform of the teacher professional development system.

88. RWM, AKF and UNICEF have introduced blended learning through development and piloting of three distinct platforms and uploading of locally designed blended/online courses. While RITTI is considering blended learning as one of the approaches to introduce continuous professional development (CPD), the system still lacks an understanding of how this could be introduced beyond the scope of the named projects.

89. There is no system to collect evidence on teacher learning needs to enable RITTI to develop needs-based courses. The monitoring system is not functional and RITTI is not able to monitor and evaluate the quality of courses they offer.

90. Little alignment exists between various affiliated agencies and pre-service teacher education. There are no formal mechanisms to ensure alignment between what happens in the school system and the curriculum of teacher initial training programs.

91. Learning assessment. NSED 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 defines assessment as one of the problematic areas of the education system that should be addressed. In addition, the NEDS 2030 recognizes and refers to the use of assessment results to make evidence-based decisions and manage/maintain quality of education. MTEAP 2020-2023 details the activities to be undertaken to initiate the reform of the assessment system. These include development of national frameworks, guiding documents and tools for different types of assessment and conducting National Learning Assessments (NLA) based on the National Framework. The MTEAP requires the data from these NLAs to be made publicly available to ensure accountability.

92. Some efforts have been initiated to address the existing challenges in assessment since 2019. In December 2020, the Ministry of Education and Science endorsed a National Concept on Learning Assessment which is currently under review and approval by the government. The Concept emphasizes the need to reform the assessment system with a focus on: i) introduction of formative assessment; ii) revising the current summative assessment and end of grade examination system; and, iii) introducing a regular National Learning Assessment system. The Concept also stresses the importance of using the results of the assessments to inform decision making and introduction of reforms in all levels of education.

93. The development of formative assessment (FA) was piloted in primary grades under World Bank/READ-2, and the USAID supported Read with Me (RWM) projects. The WB/READ-2 project aimed 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. This work is expanded to other subjects by the current Learning Together Activity.

94. Significantly, the first phase of the GPE/ IsDB project focuses on introducing formative assessment into teacher professional development and building up system capacity on formative assessment. Design of pilot summative assessments (end of unit and end of grade) is likewise envisioned for grade 5 TLMs being developed, for two subjects: mathematics and Tajik language.

95. Aga Khan Foundation has piloted the Classroom Assessment Scoring System (CLASS) in Tajikistan. AKF's new project "School 2030" piloted in 100 schools aims at developing new assessment tools to identify the gaps in students' learning outcomes and provide teachers and schools with resources to improve them.

96. Nevertheless, these efforts are implemented within the framework of projects and have not been institutionalized or sustained (some are ongoing). So far, neither formative nor criterion-based summative assessment have been mainstreamed in teacher preparation and professional development curricula. As the earlier phase of the GPE/ IsDB project emphasizes integration of formative assessment into teacher practice at scale (via teacher professional development, curricular guidance and, to some extent, TLMs, the proposal for the present phase is to focus the assessment sub-component on competency-based summative assessment.

97. At scale, activities in changing the assessment practices continue to be delinked from the CBE reform and currently remain knowledge-based, rather than competency-based (this may also be related to the fact that curriculum is still not fully aligned to CBE). Teachers continue to be focused on assessing knowledge, assigning marks and lack skills to design objective, CBE-based assessment. The end of grade examinations are also focused on knowledge and do not provide adequate data on students' competencies.

98. Marks (5-point scale) are the main tool for evaluating students. At the same time, their use by teachers does not appear objective and though some general description of criteria against the marks exists, it is not used by teachers systematically. Besides, this description is not sufficient to guide teachers in practicing objective, criterion-based assessment.

99. Initial practice of international and national learning assessment has been undertaken at national and regional levels, supported by development partners, including EGRA in primary grades (supported by USAID) and NLA in secondary grades (supported by EU). The EGRA report is published and publicly available. The EU-QESP-I project strengthened the capacities of the National Testing Center (NTC) in the areas related to development and implementation of sample-based summative assessment and facilitated a National Learning Assessment in secondary grades with a focus on Tajik, mathematics, and science subjects. A functioning system of NLA has not been initiated yet, with the above presenting stand-alone, project-driven experiences. The NLA report has been finalized and is pending the approval of the MoES; it is yet to be made publicly available. The amount of time that has elapsed since the NLA report was submitted to MoES by the NTC suggests that it is not yet MoES's priority to regard external student attainment data

seriously or use it for decision-making. NTC is an independent agency that reports to the government of Tajikistan. In practice, the relationship between NTC and MoES is yet to be functionally defined and made effective.

100. Despite the emerging availability of external reports, the MoES continues to rely on internal data collected by the Quality Education Unit under the MoES. The Quality Education Unit collects data on student attainment on a quarterly basis through its local Quality Education Teams at district level. The tools and items used are developed by local specialists, and their relevance and quality remain uncertain. The data is then analyzed manually, and the results are reported to a working group at the MoES which makes a decision accordingly about the "quality of education" in a specific school or district. It is unclear how this data is used further.

101. A similar process of collection, analysis and use of data is followed by the (external) Agency of Quality Control, with its reports containing conclusions on "quality of education" submitted to the Executive Office of the President of the Republic of Tajikistan. There is no collaboration between the MoES and the Agency, as the Agency - like NTC - is considered an independent structure monitoring the work of the MoES. Preliminary stakeholder interviews have revealed that the Agency lacks reliable assessment tools and methodologies, and its processes of data collection, storage, analysis and interpretation are likewise unreliable and unsystematic. Besides this, as can be seen, the respective functions and responsibilities of the several agencies that pursue student assessment are ill-defined, sometimes redundant, or potentially conflicting.

102. In summary, objectivity of student attainment data is a major risk factor across the national assessment system. Further, there is no system in place to coordinate collection of, storage or analysis of the learning outcomes data. The data collected by the variety of internal and external agencies is not organized, systematically interpreted or fed back to the system.

103. Access to Education. There is no reliable data on the number of out of school children and mechanisms for collecting such data. MoES claims universal access to primary education, however, there are reports showing that there are groups of population which continue to be left out of school, children with disabilities being the largest.

104. At secondary level, the issue of drop-out emerges, children leaving school for one or another reason, with the highest drop-out rates in transition to upper secondary. Though the national average is over 90%, there are some districts (RRP, Khatlon) where only a little over 60% transition to grade.

105. In 2018-2019, most of the students attended double-shift schools (82.2%). Only 6.6% attend single-shift schools, and the remaining 5.2% attend three-shift schools.

However, the dynamic population growth and the consequent burden on educational institutions often leads to two-shift, and in some cases three-shift and overcrowded classes in schools. The population growth (2.3% per year) will lead to increased occupancy in classes. This leads to issues in the quality-of-service delivery, reduction in the duration of lessons to accommodate 2-3 shifts, sharing of classrooms and furniture by students of different age groups, and lack of extracurricular activities.

106. Children with disabilities. Inclusive Education has been prioritized in most strategic documents, including NSED 2030 which sets a target to create adequate conditions in educational institutions for children with disabilities to enroll and learn. The Government and CSOs efforts have led to a steady increase in the number of children with disabilities entering general secondary educational institutions. In 2020-2021, a total of 7,392 children with disabilities studied in mainstream school, which shows a steady annual increase compared to 5633 in 2016. Despite increased enrolment, schools and other educational institutions do not have adequate conditions for children who need additional support. Untrained teachers, inaccessible infrastructure and TLMs, discrimination, absence of support mechanisms and specialists are some of the barriers for children with disabilities to be enrolled and learn at a mainstream school. All domestic funding for the education of children with disabilities is directed to Boarding schools by disability which can only accommodate over 2400 children out of 31 081 (MOHSP, 2022). No steps have been taken towards deinstitutionalization and supporting the mainstream of children with disabilities.

107. Gender equality and responsiveness. During Tajikistan's independence, the Government adopted several laws and regulatory documents which determined the state policy in the area of education. In general, all laws and regulations are aimed at modernizing the education system, achieving equal access to education, addressing gender issues, improving the quality of education, and eliminating poverty by raising the level of education among the population.

108. Nevertheless, gender disparities continue to exist. The number of girls enrolled in preschool institutions is lower than the number of boys. The share of girls in the total coverage of kindergartens and other pre-school institutions in 2011 and 2019 was 43% and 45%, respectively. Gender equity is less affected in early grades of general secondary education but enrollment and attendance gap starts to widen in higher grades beyond primary education. The gap in gender disparity continues to be large when a student moves on to study in higher grades in general secondary education. While the national average was at 76.0 in 2017, regional differences were significant with GBAO at 95.5 and RRS only at 56.2 (JSR, 2018).

109. The proportion of female student enrolment in Higher Education Institutions (HEIs) remains relatively low. In 1991-1992, the proportion of females was 34%, whereas, in 2018-2019, the proportion of females increased only slightly to 36.4%. This is one of the problems of higher professional education. The state policy in higher professional education aims at increasing the coverage of women in higher education. Thanks to measures undertaken by the Government, the gender disparity at various levels of education has narrowed. Nevertheless, men still dominate the specialties, which are demanded by the public sector. While females make up 75.3% of total enrolment in HEIs' pedagogical specialties, and 64.8% in Secondary Vocational Education and Training (SVET) institutions, then girls are only represented at 19% in the group of academic specialty "Law" and at 6% in SVET institutions. In the academic specialty "Economics," girls' enrolment stands at less than 28%. The lowest rates for girls' education are observed in the specialty "Agriculture" in HEIs, the number of girls pursuing this specialty stands at only 5%.

110. While EMIS collects gender disaggregated data on annual basis, the data is not analyzed to provide evidence on gender disparities. The latest data available on gender equity in education is JSR 2018, therefore it is not clear whether situation of with transition rates for girls has improved. Anecdotal evidence suggests that no significant efforts have been taken by the MOES to address the gender gap in preschool, upper secondary and higher education.

111. Gender audit of some books have been conducted by the Academy of Education in 2012, however its results were not used to gender sensitiveness in the existing TLMs. No other gender diagnostics of the education system has been undertaken to inform decision-making on addressing gender related challenges in education.

112. Financing of the Education Sector. The education sector is financed from various sources: the state budget (all levels), grants, state loans and extra-budgetary resources. Extra-budgetary resources include family contributions, funds from donor organizations, businesses, and own funds of educational institutions from the proceeds of the provision of paid services. The state budgeting reform began in 2009 to improve the budget process, transparency, and efficient use of funds based on special sectoral programs. One of the significant reforms of financing of the education system is the transition of general secondary and preschool educational institutions to per-capita financing. From 2004 to 2011, all general education institutions, regardless of their type and enrollment, gradually transitioned to the financing of educational institutions per child/pupil.

113. In 2016, for the first time in the history of the education sector of Tajikistan, parental contributions in state educational institutions became subject to regulation at the national level. This allowed to improve real expenditures and increase the

share of extra-budgetary resources in preschool education from 19% in 2015-2016 to 34% in 2018-2019. The steady increase in education financing has led to an increase in costs per learner. Costs per learner have become significantly higher in the system of higher professional education (3,164 somoni in 2018), primary professional education (2,612 somoni in 2018) and pre-school education (2,592 somoni in 2018) than in 2010. The lowest cost per learner was in general secondary education (1,226 somoni per student in 2018) and secondary professional education (1,825 somoni per student in 2018).

114. Despite the steady increase in education funding, financial resource constraint is ever-present and is associated with demographic growth and a gradual increase in financial resource needs. The planned reform - the transition to 12-year general secondary education - will require between 3.8 billion somoni to 5.3 billion somoni in the first 6 years of transition. This indicates that Tajikistan currently needs greater diversification of funding sources and the creation of effective public expenditure mechanisms. It is important to attract private sources of financing at each level of education to ease off fiscal pressure. However, private sector participation in education, especially given the current budgetary constraints, is not well understood. To date, public-private partnership (PPP) based projects in the education sector is practically absent.

Summary of challenges faced by the education system:

- The education system lacks the capacity to be effective and efficient in basic education services delivery for all school age children.
- Lack of adequate access opportunities and equity in basic education provision persists particularly in the rural areas and for children with disabilities (CwDs). Many children, particularly girls, children with disabilities and those in rural communities lack access opportunities to inclusive quality basic education.
- Inadequacies and deficits in infrastructure and facilities including disaggregated gender-sensitive water, sanitation, and health (WASH) facilities and disability-compliant infrastructure.
- Increasing number of school aged children due to demographic trends outpacing available school infrastructure, facilities, and system capacity particularly in the remote and mountainous regions.
- Traditional patriarchal patterns of family and social life continue to serve as a barrier in girls' completion of school.
- Gender segregation in terms of fields of study which contribute to occupational segregation and gender pay gaps.

- Curriculum does not sufficiently cover essential knowledge spectrum, skills and competencies needed for modern and emerging industry needs, ICT-driven world of work and labor market, is not inclusive and gender-sensitive.
- Shortage of qualified teachers, most of whom lack competence in modern innovative pedagogies to facilitate learning effectively.
- Inadequacy of teaching and learning materials (TLMs), libraries, and laboratories.
- Absence of a coordinated formative and summative assessments framework and functional National Learning Assessments (NLAs) system for benchmarking learning outcomes against the global proficiency standards.
- The CBE reform lacks a common reference point for vision and alignment of approaches to teaching and learning. Within the MoES system, there is no clear owner for reform.
- CBE reform has so far been focusing on planning, without much attention to ensuring implementing or measuring achievement. Monitoring and evaluation are not built into the system and reform process and national summative assessment does not carry systemic function.
- Pre-service and in-service teacher education are not systematically aligned with CBE curriculum.

115. Additional information is provided in Annex-4.

4. Rationale for IsDB-GPE-OFID Involvement:

116. Alignment with Sustainable Development Goals (SDGs): The project will contribute to the realization of the SDG-4 aiming to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. School construction will enhance access to student friendly learning environment with modern equipment and digital infrastructure particularly in rural areas (Target 4.2).

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

of schools to increase number of school seats. The soft components (curriculum reform, learning assessment, and teacher professional development) is supporting the objective of the NSED-2030 for quality assurance in education and development of mechanisms to evaluate the quality of education at the system level.

118. Alignment with IsDB Strategy and Program Support: The project is aligned with the IsDB Education Sector Policy Pillar of enhancing basic education anchored 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, providing access to students, and training of teachers/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 2022 as a category A operation. 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.

119. Alignment with GPE Priorities and Guiding Principles: The project is aligned with the GPE 2025 Vision seeking transformational change to support GPE partner countries in protecting past gains and accelerating progress toward more resilient education systems and the priority areas identified by the partnership compact developed with the GPE's support. The project development process and design comply with the GPE principles of focusing on learning, equity and inclusion, and stakeholder engagement. through a country-led dialogue and mutual accountability.

B. Project Development Objective

1. Project Objectives:

120. The Project Development Objective (PDO) is to improve the learning environment and facilitate system strengthening for sustainable implementation of an inclusive competency-based education system to improve student learning outcomes. The project specific objectives are:

a) Supporting the availability and adequacy of school infrastructure to boost basic education access opportunities especially in rural areas particularly for girls and children with disabilities (CwDs)
b) Supporting institutionalization and implementation of inclusive gender-sensitive Competency-Based Education (CBE) curriculum reform
c) Establishing and scaling up the system of Continuous Professional Learning (CPL) for teachers
d) Strengthening and implementing national learning assessment and monitoring of learning achievement

121. The Project Development Objective level indicators are:

a) Availability and implementation of inclusive and gender-responsive national competency-based curriculum framework through a national curriculum structure to guide a harmonized approach to teaching, learning, assessment, and materials (TLMs) across subjects and grades
b) Availability and implementation of competency-based inclusive national standards, frameworks, and institutional processes for:
    i. Enabling school environments and provisions comprising gender-sensitive and disability-friendly infrastructure, WASH facilities and protection against Sexual Exploitation, Abuse and Harassment (SEAH);
    ii. Teacher preparation and continuous professional learning,
    iii. Summative assessment and National Learning Assessment
c) Availability of revised models for teacher preparation and continuous professional learning
d) Improved quality and availability of inclusive and culture-responsive teaching and learning materials
e) Availability and use of national learning assessment data for decision-making

2. Project Location:

122. The project sites are located in Sughd, Khatlon, and Republican Subordination Area. The project will cover schools in Vose, Dangara, Yavan, Qubadian, Abdurahmani Jami, Faizabad, Jabbor Rasulov, Varzob, Nurabad, Khorasan, Kushanion, Mir Syed Ali Hamadani, Khovaling, Muminabad, Nasiri Khusrav, Panj, Temurmalik, Farkhor, Lakhsh, Rudaki, and Rasht districts as well as Kulob, Nurek, Rogun, Tursunzoda and Hisar cities. The project sites map is provided in Annex-2.

3. Project Beneficiaries and Stakeholder Consultations:

123. 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 quality of education services. The direct beneficiaries of the project include the following:

- 17,736 Students accessing 53 new and fully equipped schools.
- The direct beneficiaries of the curriculum sub-component will be the national agencies and stakeholders involved in curriculum and teaching and learning

materials development. The indirect beneficiaries will be the students and teachers. The students will be taught based on the newly designed and published learning material, and teachers will be involved in learning and teaching new sets of learning materials.

- The teacher professional development subcomponent's direct beneficiaries include university teachers involved in the implementation of programs for teachers' professional development. Indirect beneficiaries will include university students of the programs preparing pre- and in-service teachers. The main objective of the in-service part of the component is to establish the system of teacher continuous professional learning. The direct beneficiaries will include in-service training providers and people involved in teacher support at district and school levels. Indirect beneficiaries will also be school-teachers and leaders participating in professional development.
- The direct beneficiaries of the assessment subcomponent will be the national agencies involved in summative assessment of students at the national and school levels, as well as teachers who carry out summative assessments. The indirect beneficiaries will be the students who will be assessed more systematically and objectively, and whose learning will be better informed by their needs, as well as parents and policymakers who will receive more evidence-based information on students' learning.
- Teachers, school principals and policy makers at national level who receive evidence of teaching quality and effectiveness of pupil learning from using learning assessments.

124. Stakeholder consultations: The proposed project components have been developed in consultation with the GPE Secretariat, MoES, project partners, relevant stakeholders, and LEG members. There were bilateral and multilateral (LEG Meetings) consultation with the development partners. In areas of assessment, competency-based curriculum and teacher preparation and professional development, 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, the IsDB-GPE Project (phase-I) and the UNICEF support to competency-based education in lower secondary level and EU support program.

C. Project Description

1. Project Design and Scope/Components:

125. The project has the following components:

Component 1: Learning Environment Upgrading

126. This component will have the following sub-components:

Sub-Component 1.1 – School infrastructural development

127. The project will improve access to a student-friendly education environment equipped with suitable furniture and equipment through construction of 53 schools and will supply these schools with modern laboratories equipment and IT infrastructure (sub comp 1.2 and 1.3).

128. All schools will include classrooms, laboratories, computer rooms, teacher's room, director's office, and administrative office. Other ancillary infrastructures are outdoor separate toilets for boys and girls with full privacy provided with running water and sanitation facilities and, a fire tank, a transformer substation, heating, fencing with gates and landscaping. The external infrastructure and facilities/utilities including road, sewage, clean safe water supply, electricity, and internet connection will be provided by the local authorities. The project supervision consultant will review the list of schools and equipment and furniture and update them based on the field visits to project sites and the outcomes of the need assessment analysis. The tentative lists of schools and equipment/furniture are provided in Annex-8.

129. The school were selected based on the following criteria: i) Density of school-age children; ii) Distance to nearest school; iii) Overcrowded class size in existing school; and iv) Number of shifts. Some of the schools will help to remove the triple-shift schools and replace the obsolete and old buildings.

Sub-Component 1.2 – School furniture and laboratory equipment:

130. The project will provide the schools to be constructed under the project with suitable furniture, and laboratory equipment (physics, chemistry, and biology). The list and technical specification of equipment and furniture including administrative buildings will be reviewed by the Project supervision consultant and the project implementation team, finalized for approval by the MoES after project effectiveness.

Sub-Component 1.3 – Digital infrastructural development:

131. The project will conduct a digital infrastructure and STEM needs assessment in the targeted schools and will identify the schools for digital infrastructure STEM intervention support. The project will equip one computer room in each school to be constructed by the project. The project will support the provision of digital infrastructure including computers, internet modems, and other required equipment for access and connection to the internet in selected schools.

Component 2: Improving the Quality and Efficiency of Education Services

132. Rationale: The process of Partnership Compact ("Compact") development revealed a number of challenges in implementation of the CBE reform. There is an

agreement between development partners and national stakeholders that the reform was not well-planned and phased as needed, therefore institutionalization of many of the previously undertaken initiatives did not fully take place. Compact is built on the understanding that one of the key challenges that has prevented CBE reform from being effectively implemented is the fact that as reform efforts up to this point have been largely project-based, the national institutions' structures and practices have not changed, preventing full national ownership and institutionalization of the reform, and promoting its high dependency on development partners. Therefore, Compact suggests analyzing and reforming the institutions to accommodate CBE reform and allow for CBE practices to be embedded at every level of the system, replacing the old practices, rather than creating new ones in parallel to those in existence, which does not lead to sustainable reform. This Component will focus on three key aspects of the CBE reform namely 1) reforming and upgrading the current curriculum based on CBE teachings 2), improving teacher preparation and professional development systems (sub-component 3), and integrating a system of student assessment (sub-component 4). The three components will be constructively aligned with each other in their vision, implementation approaches to demonstrate a thorough process of an education reform from MoES to classroom and from classroom fed back into policy decisions.

133. A harmonized, comprehensive, competency-based and MoES-owned national curriculum, implemented through a designated national curriculum structure, provides the foundation for successful CBE reform, and serves as the pillar around which all initiatives and projects are built and to which they are all aligned. This ensures sustainability and internal consistency of the reform efforts

134. The implementation of the national curriculum, its principles and values then rest with the teachers. Meaningful integration of the curriculum requires that existing teachers acquire new practices through Continuous Professional Learning programs, and incoming teachers are trained at the tertiary level in accordance with the new national curriculum.

135. Finally, meaningful integration of the new national curriculum, including new teaching and learning materials and classroom practices, is not possible without a corresponding system of student assessment. Sustainable reform requires a well-aligned system of curriculum, teaching and assessment.

136. To ensure that the products and processes are accessible to all stakeholders' and inclusive of all student's needs, specific considerations need to be given to integration of principles of Universal Design for Learning and gender-responsiveness. Stakeholders' sensitization on disability inclusion and gender equality, and their capacity building in designing disability inclusive and gender

transformative curriculum, teacher training system and assessment practices will be an added value to achieving a truly competency-based education system.

137. With an understanding that new ways cannot be forced into old structures, the proposed interventions in each sub-component will start with a functional review to understand the key challenges of the CBE reform, including the key national agency's role, vision and plans for implementation of CBE. The review aims to analyze the extent to which the current institutional practices and structures can support CBE, leading to a proposal of how to replace/revise the outdated practices and systems with more effective ones. As a result of the functional review, the roles, and responsibilities of the MoES institutions might change to accommodate CBE and the proposed activities will build their capacity to perform their new roles. It will also ensure that the implementation of CBE will move from relying on collections of individual specialists engaged in "working groups" that are eventually dispersed to institutional ownership. With this approach, the key institutions will be able to attract other development partners' projects to the reform of the systems, based on the foundation laid by this project.

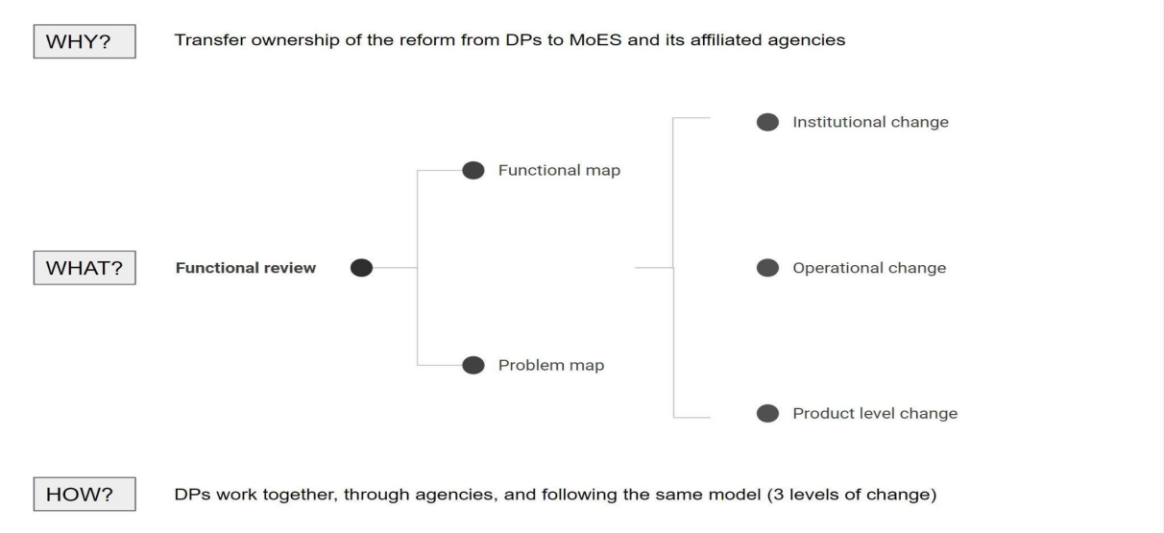
138. With this approach, the roles of MoES-affiliated agencies will be strengthened and more effective mechanisms for coordination and collaboration offered not only through the life of the project, but overall, for reform implementation with inbuilt capacity even after the project.

139. The recommendations produced by functional review and piloted project interventions across all sub-components will be costed to ensure that MoES builds an understanding of how the internal budgeting processes should be changed to allow for embedding CBE and taking ownership of the reform with internal funds rather than full reliance on development partners. Revisiting their outdated structures and processes, and replacing them with new ones will allow the MoES to redirect its existing budget to sustainable implementation of the reform.

138. It is expected that the changes in budgeting processes will also be supported through the SCG grant and thus strengthen the capacity of MoES to plan, implement and evaluate reform implementation.

140. Another sustainability measure in some of the project activities is drafting of implementation plans by the respective national agencies. This will also ensure that the system stakeholders see the activities of the reform from the perspective of ownership and long-term planning and implementation. The implementation plans will also be useful for coordinating donor funding around key institutional priorities. The evidence-based planning (based on the NSED 2030) will allow the MOES institutions to achieve the targets of the NSED by attracting donor funding to areas where their budgets are not sufficient for the transition to the CBE system.

141. The approach proposed by the project is summarized below.



142. It can be described as answers to three questions: why this approach is proposed and designed in this particular way, what this design entails, and how the approach can be integrated into the system. The answer to the *why* question is that this approach seeks to support the COMPACT initiative through joint activities of DPs in helping MoES build ownership of the CBE reform. The answer to the how question is through collaborative activities carried out by DPs through MoES-affiliated agencies (rather than working groups made up of individual specialists) and by following the same model across projects. The latter is presented as an answer to the question of what. Three important features of this model should be noted:

- Functional review ensures that a proposed change is justified. It should inform further implementation of any reform project or program. It may also be used for road map specification / adjustment.
- The level of operational change is the lowest allowed level of planning a reform. Product-level change is not useful unless it leads to program-level change. For example, it is not useful to develop a new professional development course (product-level change) if there is no model for the implementation or integration of this type of courses (operational change). Within a project, a product-level change is often used as a model / case study for testing a proposed operational change.
- Operational changes may require institutional changes. However, these should also be informed by the results of the functional review, i.e. institutions (their structures, roles, responsibilities, etc.) follow the need to perform a particular function, rather than a new function being created for an existing institution superficially or without introducing structural/ deeper changes to accommodate it.

143. The above model is also proposed as a basis for donor coordination. If a particular donor has undertaken to support an institutional change (e.g. World Bank supporting the institutional change of the Agency or Quality Assurance under its current project or UNICE supporting the institutional change of RTMC and RITTI), other donors accept to follow the agreed frameworks (operational change level) when proposing specific interventions at the product change level. The role of MoES and its affiliated agencies is also very important - they should become the ones coordinating donors.

Sub-component 1: CBE Based Curriculum Reform and upgrade

144. The main objective of the curriculum reform is to create/upgrade curriculum and learning materials and develop curriculum structure and processes. The curriculum reform component will include the following activities:

Activity 1.1: Curriculum Structure (CS):

145. Lessons learnt from previous projects, results of Stocktaking of CBE resources exercise show that the absence of a National Structure monitoring the process of development and implementation of the CBE reform has caused inconsistency in CBE reform vision and products, dependency on development partners for regular revisions of the curriculum, and existence of numerous documents, frameworks and tools (new and outdated) which are repetitive and used for the same purpose. Therefore, this project aims at establishing a curriculum structure to be responsible for development of a common vision of the curriculum and monitoring of its implementation to ensure consistency and avoid repetitions by projects.

146. The creation of the CS will be evidence-based. Currently, the MoES has an existing agency named Academy of Education and Institute for Education Development formally responsible for coordination, including curriculum development, teacher training, professional development and support, however, their role in the process is not clear and they are not consulted as an institution in curriculum revision processes by development partners. Therefore, the project will aim at conducting a functional review of curriculum development processes (e.g., assessing/analyzing, developing, implementing, monitoring, and evaluation) and structures, and propose a functional description of the proposed new/revised curriculum structure, including its vision, mission. The structure will then be supported in developing a capacity building program for all relevant staff, including TLMs developers, item writers, program developers, teacher professional development, blended learning experts, researchers and evaluators of curricular issues and etc.

147. The CS as supposed, must be a responsible body for rolling out the CBE curriculum and its related components. Structurally, the CS must consider at least

six elements for the actualization of assigned responsibilities in close collaboration with development partners. Below are the proposed elements:

- Element 1: Leadership- Successful transformation to CBE requires strong and consistent leadership at institutional, the district and school levels.
- Element 2: Professional Development-A coordinated, intentional and systematic professional development plan, based on NCF should be in place for each Pilot School which includes both formal and informal as well as initial and ongoing professional development.
- Element 3: Teaching and learning-The classroom teacher is essential to implement CBE. Teachers will need to understand and believe in the pedagogical shift in their teaching to successfully transform their classrooms and teaching based on CBE pillars.
- Element 4: Operations-Successful implementation of CBE requires (but not limited) the use of digital learning systems that provide teachers, school directors, students, and parents with real-time student progress information and the ability to easily adapt content and instruction based on student performance.
- Element 5: Teaching and learning materials-The decision to develop TLMs essential in the implementation of CBE programs.
- Element 6: Technology- A reliable technology infrastructure is required for the successful implementation of CBE. This includes a dependable telecommunications network, software, and hardware devices that can be accessed and utilized by students and teachers. In addition to the technology infrastructure, educators and students need effective technology support to maintain positive momentum in teaching and learning in a digital environment.

148. As envisaged, a capacity-building system (training 20 experts, both men and women in equal number) for the staff employed by CS will be designed and implemented under the project and a financial model will be developed for supporting the curriculum structure functions.

149. Deliverables: (i) A proposal for Curriculum Structure that includes vision, missions, values, scope of responsibilities, main tasks (technical, scientific, and administrative), and needed resources; (may build on revising the existing structures and processes) and, (ii) 20 Trained human resources (men and women in equal) for running the proposed curriculum structure.

Activity 1.2: Curriculum framework

150. The discussion on the development of a National Curriculum Framework (NCF) has been ongoing since the launch of the CBE reform. While the MoES has always relied on the availability of State Standard for General Secondary Education which as it insisted performed the function of the Curriculum Framework, the document

has failed to serve the purpose of establishing a harmonized vision of the CBE curriculum. An attempt to develop a National Curriculum Framework was made by EU QESP Project, however, the proposed document was endorsed as a guidance for development of standards, programs and teacher guides. Therefore, the need for a NCF remains, especially in the light of the finding of the Stocktaking exercise which revealed "inconsistency in the vision and interpretation of the CBE by noting the lack of unified approach to competencies within different disciplines and a clear vision of stages in the process of competence development as well a systematic approach to embedding cross-curricular competencies in the subject-competencies"[14]. Furthermore, the current NCF does not promote inclusivity, equity, and sustainability.

151. A comprehensive functional review of policy documents dealing with curriculum development and implementation will be conducted to lay a strong foundation for the envisaged curriculum framework. This framework will work as a reference upstream document for guiding relevant MoES agencies and development partners. It is envisaged that the framework will, inter-alia, include following elements: (i) Vision, values, and strategies; (ii) the goals of primary and secondary education; (iii) Curriculum areas and subjects; (iv) Key learning competencies and outcomes for each competency; (v) Subject competencies; (vi) Inclusive Principles and approaches to teaching and learning; (vii) Time allocation; (viii) the student assessment system; and, (ix) Principles and procedure for monitoring and evaluation of implementation of national competency-based curriculum framework.

152. Building on the achievements of the previous IsDB/GPE project, inclusion lens is applied to the revision of standards, programs and TLMs. It is expected that the NCF will include a set of tools and guiding documents to enable the adaptation/modification of the curriculum to the needs of children with special needs, including those with disabilities.

153. To ensure that the NCF is gender-sensitive, specific attention will be given to development of tools/guiding documents on gender mainstreaming, which will include gender audit tools for curriculum, criteria for gender-transformative TLMs and others. This will allow to establish sustainable mechanisms for development of gender-sensitive curriculum through:

- conducting ongoing gender diagnosis of the existing curriculum documents to identify key obstacles to gender equality in the curriculum
- providing capacity building activities for all curriculum developers to ensure a) that the needs of all students (male and female) are addressed at all levels

14. Stocktaking of Materials Supporting Competency-Based Education Reform in Tajikistan, UNICEF, 2021

of the curriculum; b) that boys and girls are able to equally benefit from curriculum content and c) curriculum content is gender-sensitive and where possible gender-transformative to address the social norms around gender.

154. Deliverable: Inclusive gender-sensitive national competency-based curriculum framework

Activity 1.3: Subject-specific curriculum

155. Since the launch of the CBE reform all subject-specific standards and programs have been revised to align with CBE and some are undergoing a second round of revisions. The first phase of GPE/ISDB project has built on the work done in previous projects of various donors. Lessons learnt in revision of standards highlight two key challenges in the process: the standard and program revisions have not be owned by a relevant institutions of the MoES and thus, there is inconsistency in approaches by various projects and b) the curriculum revision has not been followed through to schools (textbooks and teacher training and professional development courses remain outdated). The first phase of the ISDB/GPE project has addressed these challenges by 1) conducting the revisions of standards and programs for grade 5-9 for Math and Tajik through close engagement and ownership of the Academy of Education and 2) following the revision of the curriculum by revision of the TLMs and embedding them within the teacher professional development system to ensure their alignment and follow the implementation to classroom 3) ensuring consistency in the curricula and TLMs for both subjects and 4) embedding inclusive practices and formative assessment within the curriculum and TLMs.

156. Building on the results of the first phase of the GPE/ISDB project, this project will focus on the revision of math and the Tajik language curriculum (standards, programs) for grades 10–11 and design of new teaching and learning materials for grade 10-11 in line with the new framework. This will include revision of existing Tajik language and mathematics standards and programs for grades 10 – 11 followed by revision of TLMs for Tajik and Math of the selected grades, strengthening of the teacher preparation and CPL systems, as well as further embedding assessment and inclusion practices. It is important to note that all stages of the process will involve school-based testing and piloting before finalization, institutionalization and costing exercises are undertaken. It is expected that this approach will establish a model for subject-standard revision for the MoES and all development partners, which will be consistent, holistic and harmonized, thus addressing the challenge of a fragmented implementation of CBE.

157. In an effort to eliminate gender bias in the Tajik and Math curricula and TLMs, gender lines will be applied throughout the process of standard revision and TLM development with piloting of relevant tools developed within the framework of NCF. Training and ongoing support of curriculum writers on development of gender

sensitive curricula and TLMs will be embedded into the capacity building activities planned for them.

158. Deliverables: (i) Revised Tajik language and math curriculum (standards and programs for grades 10-11; (ii) Revised gender-responsive Tajik language and math TLMs for selected grades; and, (iii) Piloted learning materials for selected grades at pilot schools in the assigned regions

Activity 1.4: School of learning materials development

159. The delivery of the curriculum in Tajikistan remains heavily reliant on textbooks, which are in most cases the only available learning materials to teachers. While textbooks are revised and reprinted on a regular basis, their development and revision process remain delinked from the standards and program revisions, thus not reflecting the changes in key curriculum documents. Development partners engaged in CBE reform avoid revision of textbooks, as this is resource heavy activity. There is no structure for monitoring the quality of textbooks and their alignment to CBE principles.

160. As noted above, the ongoing ISDB/GPE project has an activity related to development of new Teaching and Learning Materials. Its key focus is on a) embedding the changes made in curriculum into the TLMs and b) build the capacity of textbook authors in development teaching and learning materials. The development of TLMS follows a thorough process of piloting and review to ensure that the materials are easy in their use by teachers and helpful in the process of curriculum delivery.

161. Building on the process established by ongoing project, this project will focus on establishing a school of learning materials through a) development of a framework for CBE learning materials; b) development of sample CBE units for selected subjects and grades aligned with the framework c) development of the financial model for a new approach to CBE learning materials

162. Deliverables: (i) A framework for developing CBE-based learning materials for all discipline; (ii) Sample CBE-based learning units selected subjects in line with the Inclusive national competency-based curriculum framework; (iii) learning units for the Tajik language and math in 30 pilot schools; and, (iv) A financial model for a new approach to CBE learning materials

Activity 1.5: Quality assurance of TLMs

163. Curriculum and TLMs development follow an agile project management approach. Accordingly, the proposed tasks prioritize cross-functional collaboration and continuous improvement. Following the agile approach, the program for the development of curriculum and TLMs divides into smaller phases and guides

working groups through cycles of capacity building, planning, implementation, and evaluation. Accordingly, there is ongoing quality control in place and piloting plans that periodically provide quality assurance evidence. In each TLMs development cycle, the effectiveness of the developed materials will be evaluated based on students, teachers, and principals reactions (reaction evaluation), student learning and behavior, and learning transfer.

Sub-component 2 – Teacher professional development reform

164. The sub-component deals with interventions at pre- and in-service levels. The main objective of the pre-service part of the subcomponent is to align teacher preparation programs to the CBE reform in the country.

165. This subcomponent will cover the following activities:

Activity 2.1: Pre-service teacher programs

166. Although higher-education programs have been revised as part of the World Bank supported project on supporting the CBE reform, it is not clear to what extent they are in line with the vision of the curriculum reform at the secondary level. A number of development partners, including USAID, UNICEF and OSI have made an effort to embed new courses into the pre-service system (mostly Tajik State Pedagogical University) to align it to their work in schools, however, the courses did not remain part of the ongoing curriculum. Given that future teachers are prepared in different higher education institutions following various curricula, inconsistency in approaches to CBE in pre-service also exist. Therefore, this project will start from the functional review of the existing programs. The review will not only evaluate the programs against the quality criteria originating from the existing and upcoming CBE frameworks, but it will also pave the way for developing a model for program revision. The project will use the model for proposing an alternative program for preparing teachers of math and the Tajik language, thus ensuring the operational change and creating the need for specific product level changes This operational change will also create a framework for the initiatives of other partners at pre-service level.

167. Deliverable: An alternative model for preparing teachers of math and the Tajik language.

Activity 2.2. Pre-service methodology courses:

168. The methodology courses are at the heart of the teacher preparation curriculum. Their content and ways of delivery to a large extent shape future teachers' conceptual understanding of their disciplines. Moreover, teachers of these disciplines are often the ones supervising students during their pedagogical practicum. If these courses remain divorced from the changes introduced by the CBE reform, it will be very difficult to ensure that future teachers understand the new

requirements brought about by the competency-based approach. Building on the models developed within the first phase of the ISDB/GPE project, in collaboration with pre-service institutions, the project will revise the syllabi of the current courses and adapt them to the blended format. The revision of the outdated methodology courses teachers will allow to further embed CBE practices within the pre-service training to prepare the new teachers for entry into CBE schools and remove the burden from teacher professional development system to retrain new teachers in CBE approaches after their graduation and upon entry into schools. While new methodology courses will be examples of product level changes, they can also be used as models for revising methodology courses in other disciplines.

169. During the revision of the methodology courses due attention will be given to integration of principles of inclusive education based on Universal Design Methodology and gender-responsive pedagogy. The content of methodology courses will include references to gender-responsive pedagogy raising the awareness of the new teachers about gender dynamics in the classroom and building their competencies in selecting gender-responsive content and teaching methods to ensure a gender fair classroom.

170. Deliverable: Revised methodology courses for teachers of math and the Tajik language.

Activity 2.3: Implementation of the new model of pedagogical practicum:

171. An alternative model for the pedagogical practicum will be developed and tested under the first phase of the IsDB/GPE supported project. The project will conduct a study about the efficacy of the model. Based on the results, a dedicated national partner will be supported in the process of drafting normative documents needed to support the implementation of the new model. Local education professionals involved in the development of the model will be further supported in running professional development events for their colleagues and acting as national experts on the new model. Thus, the project will be supporting institutionalization of the operational change started during phase 1 of the IsDB/GPE project.

172. Deliverable: Team of national experts on the new model, 60 university teachers and 300 schoolteachers trained

Activity 2.4. Developing resources to implement CPL:

173. The model for a modular blended program is developed in the framework of the first phase of the IsDB/GPE supported project and is being considered by the national partners as a key framework for transition from teacher training to teacher learning. A program for mentors will have been developed to illustrate and test the model as part of phase 1 project. This work will be used as a starting point for

supporting the RITTI in revising their current courses and coming up with a template for a modular program for subject teachers. This template can then be used by RITTI in all projects with development partners, thus ensuring consistency between the courses developed with the support of various projects. The project will use the template for developing programs for teachers of math and the Tajik language. It will also develop a module on the culture of assessment to be included in all the modular programs. RITTI will also be supported in planning and implementing capacity building of mentors at various levels involved in the program implementation. While the modular programs are examples of product level change, they should be seen in the context of the operational change started in phase 1 of the project.

174. Gender mainstreaming will be ensured through embedding gender-responsive pedagogy in the developed courses and programs. Trainers of the RITTI will be sensitized to deliver gender-sensitive trainings, and Tajik and Math teacher programs will include specific references to gender-responsive pedagogy building teachers' competencies in promoting gender equality through instruction, use gender-responsive materials and ensure both girls and boys have equal opportunities to learn and participate. In addition, the developed teaching and learning materials and TPD programs will be evaluated against the gender-responsive measures.

175. Deliverable: Two modular programs in blended format (for teachers of math and teachers of the Tajik language)

Activity 2.5: Institutionalization of CPL:

176. While Tajikistan approved the Teacher Competency Framework document, developed within EU QESP project, the document has not been embedded into the system. It is a stand-alone document which has not been in any way connected to the existing system and previous projects. As the document has not been endorsed by LEG it is not used by the ongoing projects in their activities related to teacher training.

177. Within the first phase of the ISDB/GPE project, the key MoES institutions responsible for teacher professional development and growth (RITTI and RTMC) engaged in discussions on the reform of the system. While NSED until the period of 2030 sets an aim to move from five to three-year system, based on international best practice (OECD), the policy makers discussed the option of moving to an ongoing system of professional growth based on teachers' needs.

178. Based on the above discussions, a system of Continuous Professional Learning was proposed to a) link the two systems on policy level and in practice and b) make teacher professional learning ongoing and based on their needs. The new model

proposes to connect school methodological units, district education departments, methodological center and institutes for professional development together around building teachers' competencies. This model builds on the work done by USAID's Read with Me project, which established community based methodological centers and revived the school-based methodological units, and aims at expanding the work through its institutionalization beyond projects activities. Similar approach to teacher professional development was proposed by EU QESP, however, was not endorsed by MoES during the life of the project. This time, however, the approach is owned by the national partners (RITTI and RTMC) as it has been developed with them (rather than for them)

179. The path towards continuous professional learning (CPL) has already been chosen by MoES and affiliated agencies. In order to continue moving in this direction, this project will develop a restructuring plan for all the agencies currently involved in teacher learning. As a result of this, the reformed national partner will be supported in costing the CPL model and developing necessary normative documents. The project will also develop a database that will document teacher learning and inform further development and revision of courses. This activity is an example of an institutional level change, creating the context for joint activities of all the partners supporting teacher professional development.

180. Deliverable: restructuring plan for the agencies involved in teacher support and a database for informing course revision and costing of the CPL model.

Sub-component 3 – Learning Assessments & Achievement Monitoring

181. The main objective of the assessment subcomponent is to establish a reliable, systematic, and meaningful approach to competency-based assessment both at the national and school levels in line with the vision set in the National Concept on Learning Assessment, approved by MoES in 2020. In the framework of this project, formative assessment is considered under the Curriculum component, as part of the recommended in-classroom pedagogical approaches. The assessment sub-component will include the following activities:

Activity 3.1: National Learning Assessment (NLA):

182. Within the framework of the first phase of the GPE/ISDB project, UNICEF carried out a comprehensive baseline study on the quality of national education. The Baseline study was carried out in such a way as to build the capacity of national stakeholders in item development, data collection, data analysis and use of data for decision-making. The National Academy of Education was closely involved in all the stages and capacitated by the international consultant and a local research company.

183. The process of baseline study revealed major gaps in assessment practices, especially those related to assessing the quality of education at national level and use of data for decision making. As noted above, a number of learning assessments have been conducted with support from development partners, including within the framework of EU and USAID's projects. Both reports haven't been approved and published, therefore, are not used for decision-making.

184. In parallel to these donor-led initiatives, different agencies, such as the Agency for Quality Control under the president of the RT, the Quality Education unit of the MoES and the Academy of Education each conduct their own student assessments to monitor the quality of education in schools. The alignment of these assessments to CBE is unclear, they do not follow adequate processes of data collection and analysis but are used by the MoES and the national government to make judgements on the quality of education in the country.

185. Considering these challenges, this project will start with a, functional review of national summative assessment structures, mechanisms and approaches, per the envisioned approach. The review will consider enabling and constraining factors of the national assessment system. In collaboration with relevant national agency/-ies (like the National Testing Center (NTC) - to be decided based on the functional map), and based on the functional review, a Guide on National Learning Assessment will be developed, aimed at system-level integration of NLAs. The design of this guide is a commitment of the National Concept on Learning Assessment and aims at finalizing the draft of the National Assessment Strategy developed by EU QESP (but not endorsed). The Guide constitutes operational change, serving as a holistic implementation map/ model for NLAs.

186. The Guide will include, but not be limited to: (a) National assessment framework; (b) Roadmap for national implementation of NLAs; (c) Monitoring mechanism for national implementation of NLAs; (d) Recommendations for mechanisms of feedback to the system based on summative assessment results. This work will build on NTC's previous experience carrying out one round of NLAs with the support of the EU, with lessons learned by NTC reflected in the Guide. As a demonstration of the data-based feedback mechanism, results from these previously conducted NLAs will be analyzed for mathematics and Tajik language and used to give feedback to the national system (MoES). EMIS capacity will also be assessed and built up accordingly to accommodate collection, storage, and analysis of NLA data, constituting important institutional change. At the time of the present writing, NLA data have not been made available to external stakeholders by the MoES. Focus will be given to generating evidence to identify bottlenecks with respect to learning achievements and gaps of girls and boys in different age groups, grades, languages of instruction, and other characteristics that will help to identify

needed adjustments to curriculum implementation and inform policy makers on integrating more targeted and effective measures to benefit all students.

187. Based on the National Learning Assessment Guide and in collaboration with relevant national agency/-ies (likely, NTC, with the input of subject experts from the National Academy of Education), national assessments for mathematics and Tajik language for one selected educational stage (grade) will be designed and implemented as field-test pilots. This serves the function of product-level change, introduced as a pilot before wider integration of the approach. The full cycle of data collection, storage, analysis. and interpretation using EMIS will likewise be tested as part of the sample assessment testing. As a result of the pilot, MoES will be supported in producing their own medium to long-term implementation and costing plan for regular national assessments that will use a fully functional EMIS, leading to institutional change. At least fifteen key national experts will be trained in development of items and instruments consistent with CBE curriculum, data analysis and interpretation. It is expected that in the framework of the project, they will in turn support capacity building of other national stakeholders in the MoES system on the summative assessment guide. Additionally, the national stakeholders will engage in regular discussions on the results of the NLAs and their use for decision-making. Disaggregated data will inform the policy makers' decisions in addressing key disparities.

188. The analyses of the results in NLAs should be disaggregated to account for gender differences, and if significant differences are found, further probing should be carried out as to the reasons. Here, cross-department collaboration will be important, with assessment results potentially informing policies, curriculum and pedagogy.

189. Deliverable: The project output envisions a portfolio of at least 40 summative assessments across selected subjects and grades.

Activity 3.2: School-level Competency-based Summative Assessment guide drafted and field-tested in a sample of schools

190. The first phase of the GPE/ISDB project has initiated work on school summative assessment in two areas: it will aim to strengthen CBE summative assessment by developing end of unit summative assessment items and end of grade examinations as part of the new teaching and learning materials produced for Tajik and Math. Building on this work, in collaboration with relevant national agency/-ies, functional review of school-level summative assessment approaches and practices in schools of Tajikistan, will be carried out. The review will consider a range of subjects and grades and focus both on assessment practices themselves, as well as enabling and constraining factors of the national education system.

Based on the functional review, and considering the National Concept Note on Learning Assessment, a Guide for School-level Competency-based Summative Assessment will be developed, including key recommendations on areas, such as assessment approaches aligned with CBE curriculum, item and test design and criteria-based scoring. The Guide represents essential operational change (prototyping and modeling, rather than ad hoc approaches). In collaboration with relevant national stakeholders (representing national agencies, to be determined during the functional review), and as part of capacity building, a portfolio of sample school-based summative assessments will be designed for selected subjects and grades, in line with CBE curricula and the School-level Competency-based Summative Assessment Guide and field-tested in a sample of schools. The portfolio will constitute product-level change that is intended to be expanded to system-wide implementation, should the field test be effective (an iterative approach to its creation is recommended until effectiveness is attained).

191. While the teachers' capacity building on formative assessment is addressed by first phase of the GPE/ISDB project through design of a CPL module on formative assessment practices, this project will aim at building teachers' capacity through CPL modules on designing, scoring and using information from school-level competency-based summative assessments, based on the school-level Summative Assessment Guide. The main deliverable for this activity is two modules on school-level competency-based summative assessment, designed as part of a blended CPL program for subject teachers (a product-level change in terms of reform implementation, yet with elements of institutional change as CPL content is informed by assessment best practice). The modules will be integrated into the ongoing CPL program for teachers and will be pilot tested including in the blended format.

Activity 3.3: Grading Scale Transition

192. The government of the Republic of Tajikistan has identified transition to a multi-point grading scale as a national priority and conducted a number of analytical studies on the existing scale and potential new scales. A functional review of the existing 5-point scale will be conducted to identify its strengths, weaknesses, and ways of implementation. It will build on the work done within the framework of ongoing GPE/ISDB project (Phase I) and other CBE projects on strengthening the capacity of the key stakeholders, including teachers, in understanding criterion-based assessment and technical guidance will be provided to the MoES on how the system can transition to a multi-point scale in a way that does not repeat the shortcomings of the scale being used at present. This guidance represents operational change and may include pointers on institutional change, should the

functional review reveal that this is necessary for sustainable grading-scale transition.

Activity 3.4: Quality assurance studies of program effectiveness

193. As part of independent evaluation of program implementation and its effectiveness, a quality assurance study will be commissioned, to take place at the end of Year 2, and again at the end of the project cycle. This evaluation study will act as a robust independent formative evaluation which assesses the theory of change in practice, as well as program contribution to CBE reform delivery in Tajikistan. Significantly, the results of the evaluation will be shared with the MoES and LEG, to inform ongoing dialogue about reform progress.

Sub-Component 4 – Supervision and monitoring

This sub-component will include program supervision and program management support by the implementing agency: UNICEF will be responsible for handling the soft components of the project. UNICEF Learning and Skills Development teams will ensure the planning and coordination with MoES and partners, supervision and monitoring of the project implementation as well as the supervision/coordination of consultants and reporting. Detailed information is provided in Annex-9.

Component 3: Project Implementation Support

194. This component will include: (i) Establishment of the Project Implementation Group (PIG) composed of national individual consultants. One senior consultant will be assigned as the head of the PIG; (ii) consultancy services for reviewing the detailed design, preparation of bidding documents and evaluation reports, and supervision of project activities; and (iii) a start-up workshop and a mid-term review meeting.

195. The project implementation group will be hired under the IsDB financing and will be provided with all required office equipment, furniture, vehicles, etc. as needed for handling of the project day-to-day work. Furthermore, a consultancy firm will be hired for reviewing/revising of the detailed 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 conducted to orientate the PMU/EA staff about the IsDB compliance requirements concerning financial disbursements, procurement, project financial management and project management, monitoring and evaluation. A mid-term review meeting will also be organized to assess the project implementation progress.

Component 4: Financial Auditing Services

196. Under this component, a domestic financial auditing firm will be hired to ensure a comprehensive fiduciary assurance to IsDB on the overall project delivery. The engaged financial audit firm will review project financial statements and prepare audit reports.

Component 5: Emergency Response Contingency Component

197. An Emergency Response Contingency Component which is a standalone zero-value component is embedded in the project to allow the use of the project resources to cover emergency response activities in case of disaster, pandemic, major flood, etc. Detailed project description is provided in Annex-7.

Variable Part for GPE financing

198. The project has a Variable Part with an allocation of US$ 7.5 million GPE Multiplier grant. It is designed for result-based financing as required for GPE System Transformation and Multiplier Grant financing[15] as an integral part of the project. It will be implemented concurrently with the Fixed Part in a coordinated and reinforcing manner. The allocated US$ 7.5 million will be used to reimburse government/MoES on the successful implementation and achievement of a strategy and results aligned with the NSED 2030 and the Tajikistan Partnership Compact. The strategy, the expected results/deliverables, and targets to be achieved and agreed to by government, its major education development partners, and the Local Education Group (LEG) consultatively. They are intended to create enabling frameworks and operational modalities that will facilitate institutional and system capacity development to implement competency-based education (CBE) reforms more effectively.

199. The CBE Stocktaking Exercise identified the following among the principal implementation challenges and bottlenecks of the CBE reforms:

- Lack of common (shared) vision and understanding of definitive terms of the CBE reforms among government institutions, partners and education professionals and practitioners.
- Fragmented prioritization of some components of the reform (such as curriculum revision) against others (e.g., content development, teacher support system, assessment practices, etc.). and,
- Weak capacity building of key institutional players at central, subnational, and school levels for inclusive, equitable and quality education service delivery.

15. 2022-08-gpe-guidelines-stg-draft.pdf (globalpartnership.org)

200. Creating enabling framework and operational modalities for resolving these challenges in a systemic manner through the contributions of the variable part will facilitate transition to stronger learner-centered approach. This will ensure institutionalization of national frameworks, operational modalities, and quality standards with buy-in by all stakeholders. Role and intervention conflicts among government institutions and development partners resulting in unnecessary duplications, and avoidable wastages will be checked and eliminated. Effective sector coordination for leveraging and synergizing the interventions and activities of all education stakeholders will be instilled for enhanced system efficiency. This will enable accelerated progress and more impactful results in equitable, inclusive quality education provision and improved learning outcomes envisaged in NSED 2030 and the partnership compact for CBE reforms.

201. Tajikistan Government and its development partners in the Partnership Compact, committed to the development of a clearly defined national implementation roadmap and institutionalization process for CBE to address these bottlenecks. It is expected that the results of NLAs and other studies of the quality of education, Stocktaking exercise will contribute to the development of the roadmap. Building on the work carried out by previous projects (previous GPEs, WB, EU QESP and USAID RwM) and in close collaboration with ongoing projects (EU, USAID LTA), the first phase of the GPE/ISDB project also provides piloted models/frameworks in key areas identified as priority areas in the Partnership Compact. These models aim at transitioning the reform from donor-led and donor-reliant to institutional ownership beyond MoES central body with close engagement and reform of the relevant MoES and other educational institutions in line with the Compact Partnership Document. It is expected that this will allow the reform to be embedded within the state budget leading to a transformation of the education system in line with CBE. Implementation and performance monitoring frameworks as well as defined standards delivery and service provisions are essentials to be embedded in the National Roadmap. Without functional frameworks and defined standards for key elements of the CBE reform in place that all stakeholders will buy-in and adhere to, the fidelity of implementation (FOI) will be weak with attendant high risks of failure to achieve its objectives.

202. Analysis and engagements during project preparation and appraisal identified the following as the strategies for the Variable Part of the project:

- An integrated learning assessment system in place and providing credible data and evidence to be publicly shared by MoES and used by all stakeholders for improved planning and service delivery sector wide.
- Provision of free traffic for the use of selected digital education platform

203. The Variable Part component is designed accordingly to incentivize MoES and enhance government capacity in the development and implementation of functional national frameworks, standards and operational modalities for effective learning assessment system and tailored digital learning resources' provision in schools to facilitate and promote inclusion and equity in basic education provision and ensure quality learning outcomes for all. The challenges relating to CBE reform implementation to be addressed, the strategies for resolving them systemically, the deliverables, the deliverable-linked indicators (DLIs) and targets to be achieved by MoES before disbursements are made, and the specific amounts to be disbursed to MoES were determined consultatively and agreed with the government and endorsed by LEG. The Means of Verification (MoVs) for the achievement of the strategy/deliverables and targets was agreed to be by independent third-party assessment and validation by the LEG. This implies that unmet or partly met targets in a project year will be rolled over for reassessment the following year and the earmarked disbursement/fund for the outstanding released, if met.

Variable Part Strategies and Indicators.

204. The variable part of the GPE financing will cover the realization of the following indicators:

- Indicator 1: The MoES and affiliated agencies: a) gradually release the data from NLAs and other LEG-approved studies (carried out between 2020-2026), b) present the data, and c) make recommendations on changes based on the data.

Indicator 2: Indicator 2: Provision of free traffic for the use of selected digital education platforms.

205. This first indicator aims to develop a strategy to address the challenges to institutionalizing a functional and effective national learning assessment system for: i) The coordination, harmonization and integration of the various learning assessments conducted by government and its partners; ii) The publication and dissemination of reports of NLA conducted by NTC in collaboration with MoES and Development Partners to all stakeholders with awareness of the findings and implementation of the recommendations by all stakeholders; and, iii) The appropriate use of data, evidence, and recommendations by all stakeholders to improve system efficiency and performance in education service delivery and provision.

206. An integrated learning assessment system linking formative, summative and systemic national monitoring of learning achievements (MLAs) will be in place and providing credible data and evidence used by all stakeholders for improve planning and service delivery sector wide. Learning assessments including formative, summative and NLAs will be conducted in a coordinated manner, with the reports promptly published, disseminated and informing planning and programming by the

MoES, its affiliate institutions and development partners as appropriate and relevant.

207. This will be a key step in the advocacy of development partners to use the data produced by the adequately carried out assessments by the MoES in their monitoring and planning exercises – Joint Sector Reviews, development of new MTEAP, monitoring of the NSED until the period of 2030. It will also contribute to forming an understanding of a "Assessment of Quality of Education", encouraging the MoES and other institutions (e.g., Agency for Quality Control) to reconsider their current processes of assessment of the quality of education for more reliable evidence generation. The institutionalization of this harmonized system will result in a transformation change and improvement in system efficiency. The GPE allocation for this strategy is US$ 7.5 million. Table 3 below details the challenge to be addressed, strategy/deliverable, deliverable-Linked indicators (DLIs) and Targets to be achieved.

Table 3: Challenge, Strategy, Deliverable, Disbursement-Linked Indicators (DLIs)

Challenge	Strategy and Deliverable	DLIs
Tajikistan NEDS 2030 identifies the challenge of a functional national assessment system as one of the bottlenecks that undermine the efficiency of the education sector. The MoES and National Testing Centre (NTC) have statutory mandates to conduct learning assessments. Development partners are also supporting learning assessments. These exercises are usually conducted on a project basis with weak operational and systemic linkages that compromise the credibility of data and evidence generation. Also, the reports of these various learning assessments are not effectively disseminated to all relevant stakeholders. Consequently,	The institutionalization of a well-coordinated national learning assessments (NLAs) conducted by NTC, with the reports published, disseminated, and appropriately responded to by the MoES and all stakeholders is of significance importance for efficiency of the system. In addition, MoES should make public all the data coming out of studies approved by LEG, agree to present the results of the studies to all the stakeholders and ensure the conclusions and recommendations are	The MoES and affiliated agencies: a) gradually release the data from NLAs and other LEG-approved studies (carried out between 2020-2026), b) present the data, and c) make recommendations based on the data.

stakeholders are mostly unaware of the findings and recommendations of the reports for information, implementation, and use. In particular, the MoES is not sufficiently engaged into NLA conducted by NTC and facilitating the dissemination of the reports for use by all stakeholders. Interventions to improve critical aspects of service delivery and education provision such curriculum content, teaching-learning processes and inclusion do not benefit from credible data, evidence, and reliable recommendations from learning assessments.	reflected in the education policies of the country. This strategy aims at effectively harnessing and deploying evidence and lessons from NLAs for evidence-based policies, planning and interventions to improve education quality, teaching-learning processes and learning outcomes. This will lead to enhance system efficiency in upgrading education quality and learning outcomes which CBE reforms aim to achieve.	
Indicator 1: Targets: MoES a) gradually releases the data from LEG-approved studies (e.g., carried out between 2020-2026), b) presents the data, and c) makes recommendations on changes based on the data. Disbursement rules: a). the MoES publishes data from at least two LEG-approved studies carried out since 2020 (including at least one NLA) on platforms open to the public, such as MoES and NTC websites (links to be shared with project funders as part of reporting); b). the MoES presents the findings to LEG, and c). makes recommendations in the form of a document/ policy/ order/ press release accordingly, the soundness, impartiality, and effectiveness of which is independently evaluated and approved by the DCC/ LEG. Recommendations and implications should be reflected in action plans and budgets of affiliated institutions. Verification of recommendations by MoES will be independently evaluated by the project supervision consultant and/or a project M&E specialist. In addition, at least 4 round tables should be held at the regional level (e.g., via the collegiums). Discussions of results will be confirmed through PMU monitoring visits and meeting minutes. Means of Verification: Findings of LEG-approved studies are published on relevant MoES websites and links shared with the grant agents. Both findings and related action plans of affiliated institutions are presented and discussed in DCC/ LEG and in regional round tables. Meeting minutes from these meetings are shared with		

the grant agents, as well as the relevant institution action plans and budgets, reflecting changes. Once the links, meeting minutes, action plans and an independent monitoring report confirming validity of the submission have been received, the indicator is considered to be achieved.
Disbursable Amount: US$ 3.75 million after independent third-party (PSC) assessment and validation of attainment of targets and endorsement of LEG and MoES.
Disbursable Amount: Indicator 1: US$ 3.75 million after validation of attainment of targets and endorsement by the LEG and MoES (anticipated disbursement date: Year 3 of Project).

Indicator 2: Provision of free traffic for the use of selected digital education platforms

208. COVID-19 highlighted the challenge of equal access to digital resources and platforms for continued access to education for all children, including those of Tajikistan. MoES with support for a number of development partners initiated a reform on digital transformation of the education system to support the implementation of Competency-based education. A number of digital platforms and applications were developed by the MoES and partners, and numerous digital learning resources (e-books, learning videos, blended courses) were designed to widen teachers, students and parents' access to additional learning resources beyond textbooks.

209. In August 2022, the government adopted a Concept on Transition to Digital Education aiming at operationalization of the ICT related goals and objectives set in the NSED until 2030. While a number of efforts have been undertaken by various actors in education sector, the high price of internet, lack of equipment and connectivity limiting schools' access to digital resources, and use of ICT in classroom for improved learning outcomes. This also creates barriers for scaling MoES' and development partners' projects related to integration of digital solutions, such as digital teaching and learning materials (UNICEF, EU, UNESCO, USAID, AKF and others), blended teacher professional development (UNICEF, UNESCO, AKF and USAID).

210. GIGA Initiative on Schools Mapping in Tajikistan financed by EU (UNICEF, 2022) mapped 3967 schools and concluded that 84% of schools do not have an Internet connection. By connection type, the most common is mobile connection - 67% (422), followed by optical cable - 10.3% (65) and xDSL technology - 9.9% (63).

The average connection speed is less than 1 Mb/s. The mapping exercise also showed that 93% of the internet is used by schools.

211. Internet costs continue to remain considerably high in Tajikistan. Many users are therefore, very careful in the use of internet traffic, including schools. The MoES with support from EU/UNICEF has developed an investment case on providing schools with connectivity through various cost-effective models. However, this is a staged process and will require large investments and time.

212. The proposed stretch indicator will focus on motivating the MoES to initiate a public private partnership with internet providers to provide free traffic for at least 3 key platforms/apps which will include all learning resources developed by the MoES and development partners, such as a selected teacher professional development platform, an e-library which includes digital resources and Big blue button – a web-conferencing platform.

213. Most of the proposed platforms and applications are free platforms/applications but currently they need high-speed internet traffic which makes their use unaffordable for most of the users (teachers, students, parents) in Tajikistan. Therefore, this indicator will aim at establishing a private public partnership with the proposed platforms and applications on free domestic traffic thus allowing users to use their content at discounted rate and with high-speed internet specifically for the use of these platforms.

214. This indicator will contribute to scaling of the following projects and initiatives:

- Reform of teacher professional reform through integration of blended learning modality (UNICEF/GPE/ISDB and USAID). Low-cost traffic for the use of a selected learning management system and a web-conferencing will create motivation for teachers to use the platforms and its resources on regular basis and establish communities of practice which will
- Access to digital resources (learning videos produced by various development partners and MoES, open-source educational resources, e-books and other key documents in electronic format – this will enable key stakeholders (teacher, students and parents) to get access to additional learning resources. This will contribute to CBE implementation by widening the access of teachers and students to additional resources outdated.
- Contribute to building teachers ICT competencies (in line with UNESCO) through use of digital resources and platforms.

215. Furthermore, access to the Internet has become essential for students of all ages, especially in today's digital age. It is a key tool for education and research, and can greatly enhance the learning experience. However, not all students have equal

access to the internet, particularly those in low-income families or rural areas. This is where broadband operators can play a significant role by providing low-cost broadband internet connections to schools. The indicator will explore the benefits of this initiative and why it is a good idea for broadband operators to get involved.

Benefits:

1. Bridge the Digital Divide: Providing low-cost broadband internet connections to schools can help bridge the digital divide and ensure that all students have access to the same opportunities for learning and growth. This initiative can help create a more equitable education system, regardless of a student's socio-economic background.
2. Increase Student Engagement: The internet is an excellent resource for engaging students in learning activities. Providing broadband internet connections to schools can help create a more interactive and engaging classroom environment that encourages students to explore, discover and learn.
3. Enhance Teacher Effectiveness: With broadband internet access in the classroom, teachers can use a wide range of digital tools and resources to create more dynamic and effective lesson plans. This can help to improve the quality of teaching and increase the effectiveness of the education system as a whole.
4. Support Community Development: By providing low-cost broadband internet connections to schools, broadband operators can also help support the development of local communities. Access to the internet can create new opportunities for economic growth, entrepreneurship, and innovation, which can benefit everyone in the community.

216. Conclusion: In conclusion, providing low-cost broadband internet connections to schools is a win-win situation for all stakeholders involved. Students can benefit from increased access to information and knowledge, teachers can enhance their teaching effectiveness, and communities can experience economic growth and development. Moreover, broadband operators can gain significant goodwill and positive publicity by supporting this initiative. By providing low-cost broadband internet connections to schools, operators can demonstrate their commitment to social responsibility and community development, which can enhance their brand reputation and long-term success.

Table-4: Challenge, Strategy, Disbursement Linked Indicators and Deliverables

Challenge	Strategy	Deliverable and DLIs
Despite a number of initiatives and policy documents on digital transformation of the education system, the process of equipping schools with digital infrastructure and connecting them to internet is slow and has seen little progress in recent years. Internet prices in Tajikistan remain relatively high (compared to other countries in the region) resulting in limitations for its use for education purposes. A number of digital platforms, applications and resources have been developed by development partners aimed at driving CBE reform, however, unaffordable internet access has created serious barriers to their scaled use. Without resolving these issues, teacher professional development reform with integration of blended learning opportunities and strengthening teachers' ICT competencies is not possible. The lack of coordination between the MoES and other ministries, MoES and private institutions is a major challenge in resolving education related challenges which require a joint decision.	A strategy will be developed to highlight the structure of digital infrastructure in schools and teaching learning materials for teaching computer and digital systems and soft-wares through Public Private partnership.	Deliverable: A policy document confirming the approved partnership between the MoES and internet providers on free/low cost domestic traffic for the selected platforms for a) teacher professional development; b) e-library with educational resources and c) web-conferencing platform for educational institutions. DLIs: List of educational platforms/applications approved by LEG Policy/partnership document confirming free/low-cost access to approved platforms/applicati

		ons for the entire population
Target (year 1): List of education platforms/applications considered critical for enhanced access to CBE learning resources Target (year 3): Policy/partnership document confirming free/low-cost access to approved platforms/applications for the entire population		
Disbursable Amount: US$ 3.75 million after independent third-party (PSC) assessment and validation of attainment of targets and endorsement of LEG and MoES.		

2.Past Lessons Learned and Reflected in Project Design:

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

- There is a need to provide the project team and the relevant staff of the EA with the training on project management, project financial management, disbursement related matters, procurement guidelines of the Bank, contract administration and project monitoring and implementation to avoid delay and inefficiency in the project management. This will be carried out during the startup workshop.
- It is important to note that through implementation of a number of projects on CBE, a wealth of policy documents, models, frameworks and teacher training materials have been developed. During the first phase of the GPE/ISDB project, the Stocktaking exercise allowed for their collection and dissemination among partners to enable them to build on each other's work. The same approach is adopted by the ongoing GPE/ISDB project which aims to build on the existing resources and evidence and introduce new models and mechanisms for their sustainable implementation and institutionalization.
- The inconsistencies revealed by the CBE reform serve as an evidence of the lack of technical collaboration between various stakeholders and insufficient engagement of relevant MoES institutions. The reviews carried out within the first phase of GPE/ISDB project showed that new models/programs/frameworks

and tools are introduced by various projects through the central apparatus of the MoES, which often fails to communicate the changes to the relevant MoES institutions in a constructive way. Thus, the institutions continue to remain reluctant to replace their outdated processes and practices. A new approach to collaboration was discussed and agreed during LEG meetings, where all key stakeholders agreed that the approach to collaboration, coordination and project implementation should change, transferring the ownership to the MoES with focus on its relevant institutions each responsible for their area of work. This approach is highlighted in the Compact Partnership Document. This project will focus on building the capacity of the institutions (rather than individual experts) to lead the changes in their processes and practices. This would ensure a holistic and sustainable implementation of reforms.

- A key lesson learnt from previous projects and a concern raised by LEG is the fact that the CBE reform has focused on revision of key documents (standards, programs, frameworks, policy documents) without establishing adequate processes to follow the implementation through to schools. The MoES and projects have adopted pilots, cascade-type trainings and distribution of teacher guides as a key approach to capacity building of key stakeholders, including teachers. Therefore, this project puts a strong emphasis on the reform of the education system and institutional capacity building to enable the system to provide ongoing support to schools in changing the teaching and learning processes to CBE.
- It is accepted by the MoES and development partners that most of the documents developed within the framework of various projects have either not been endorsed or, if endorsed by the central MOES apparatus (MoES collegium), are not embedded within the system. The guide to development of standards, programs and teacher guides (EU QESP), Teacher Competency Framework, National Concept on Learning Assessment, a number of teacher training programs and modules developed for RITTI are examples of documents which have been endorsed, but not embedded within the education system, leading to few changes. This project will build on this work and aim at building models which will contribute to embedding the policies, guidance and piloted practices within the system.
- The institutional approach with a dedicated national partner taking responsibility for a project activity has proven successful. The cascade model of teacher training fails most of the time. An alternative model for teacher support was developed in the first phase of the IsDB/GPE supported project. It is supported by the national partners and will be further used in the new project. ICT training

for participants should be integrated in content training rather than delivered as a separate course.

- To avoid delays in project's pre-effectiveness process, the Bank will assign skill mixed project negotiation team including legal specialist/s with the aim of addressing all issues and better understanding of IsDB financing terms and conditions which may prolong government consideration/signature/ratification of financing agreements.
- Advanced contracting is envisaged to expedite recruitment of consultants and minimize financial agreement ratification lead-time which can be lengthy.
- The PMU structure does not contribute to capacity building of the Ministry of Education and Science as the PMU staff are released after completion of the Project and no experience and capacity is created in the EA for management of the Projects. For this project, in line with the GPE advise and experience of the other MDBs, the project will hire individual consultants (project implementation group) and place them in the relevant departments and affiliated institutions of the MoES to support them in implementation of the project. One of the PIG members will be assigned as head of the PIG to coordinate the activities of the team members.
- Accurate procurement planning/packaging of works, goods, and consultancy services will ensure effective procurement arrangements within the acceptable timeline.
- The PIG will continue to consult with representatives of all partner organizations and LEG members whose mandate covers the project activities to ensure harmonization and build strong synergies.

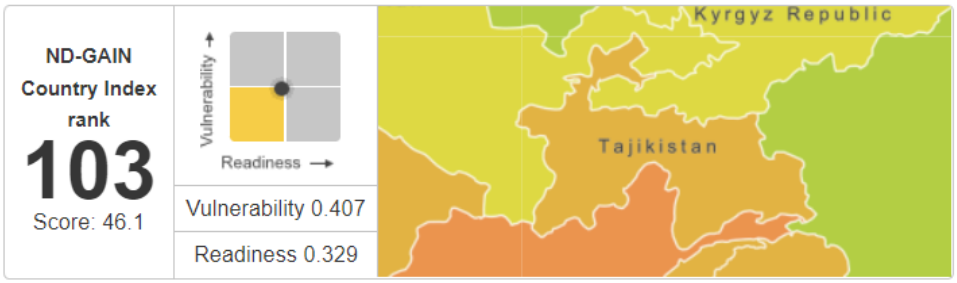
D. Project Thematic Orientation

1. Climate Change:

218. Tajikistan is the smallest of the five countries in Central Asia. It has the smallest percentage of land available for agriculture production and the second-lowest amount of arable land. The rugged terrain of the Pamir, Tien-Shan, and Gissar-Alay mountains occupies 93% of the country. The valleys, although important for human geography, make up less than 10% of the country's area. More than a thousand mountain glaciers containing 550 cubic kilometers of freshwater cover 6% of the land mass. The mountainous geography with glacier-fed rivers has significant implications for development.

219. In terms of vulnerability to climate change, the country ranks first among the countries of Europe and Central Asia, and the situation is exacerbated by limited

capacity to adapt and respond to repeated shocks. Climate change is a serious problem for Tajikistan and is expected to increase the number of hydro-meteorological incidences and the frequency and intensity of floods and mudflows, which are the most common hazards in the country.



220. Out of 180 countries included in the Notre Dame Global Adaptation Initiative (ND-GAIN), the low vulnerability score and low readiness score of Tajikistan places it in the lower-left quadrant of the ND-GAIN Matrix. Relative to other countries, its current vulnerabilities are manageable but improvements in readiness will help it better adapt to future challenges. Tajikistan is the 107th most vulnerable country and the 139th most ready country[22]. Compared to other countries, current vulnerabilities of Tajikistan are manageable. According to the country index of the Global Notre Dame Adaptation Initiative (ND-GAIN country index), which reflects the country's vulnerability to climate change and other global problems and its willingness to increase sustainability, improving preparedness will help Tajikistan better adapt to future challenges.

221. Project Alignment: Climate change mainstreaming in this project aligns with the Bank's climate change policy pillars 1 and 2 - mainstreaming climate change in the Bank's operations and building climate resilience in member countries and SDG 13- climate action.

222. Project Climate Change Risk: The project climate risk assessment shows medium climate risk. The assessment of the project's climate change risks includes temperature increase (medium risk), increase precipitation/rainfall (medium risk), flooding (high risk), snow loading (high), precipitation decrease (medium) and wind speed increase (medium) are the main risks.

223. The main climate change risks identified through the IsDB's climate change risk screening (Aware for Project Tool)[23] and ThinkHazard24 show similar risks for the same location (see Annex-13) including temperature increase, precipitation increase, and flooding, snow loading, increase wind speed and water shortage. The project's geological hazard exposure is high for the project location with earthquake and seismic landslide being the likely geological risks to the project.

224. Project Climate Risks Implications and Mitigation Measures: The main climate risks identified including temperature increase, precipitation increase, flood, snow loading, water shortage and wind speed change could worsen the exposure and hamper the long-term sustainability of the education project including associated infrastructure and facilities. Furthermore, the vulnerabilities are enormous and could include (i) Possible flood damage to education infrastructure; school attendance disruption during heavy downpour (ii) Increased risk of mudflow, usually during flash floods or torrential rainfall which can damage the education infrastructure to be constructed, (iii) Erosion of critical school facilities may cause structural failure or reduce its stability (iv) Increased weather-related accidents such as extreme snow cover in education environment, (v) Deterioration of constructed infrastructure including pavement and foundations, increasing repair costs and decreasing service life of infrastructure; and (vi) Inability to access or safely use school facilities (especially laboratory and associated facilities) until flooding/snow cover subsides and related clean-up and repairs are completed. More information is provided in Annex-13.

225. Based on this assessment, there is a potential for an increase in incidences where current school infrastructure and facilities design standards will not be enough to address these risks especially in a rapidly changing climate which can have significant impact on critical thresholds and design standards. Therefore, it would be prudent to design the school infrastructure and associated facilities to be robust to these various climate risks in the short, medium, and long-term. Specifically, the design, operational and maintenance standards (including project planning decisions, project design, and construction methods) should be reviewed by the project supervision consultant taking into consideration the current impacts as well as potential future changes.

226. Project Potential Contribution to Climate Adaptation, Mitigation, and Resilience: The project is a response to addressing educational needs and gaps in the project areas. If properly designed with robust climate resilience measures, the project offers opportunity for building resilience of the education project and on a large scale contribute to education sector resilience building effort against flood risks, temperature change, snow loading, water shortage and excessive wind speed.

227. The current standards and school building designs adopted by the project will greatly enhance the adaptive capacity of buildings to natural disasters and climatic conditions. Specifically, all educational buildings and institutions in the Republic of Tajikistan are following designed standard for earthquake resistance up to 9 points on a Richter scale. Appropriate climate change adaptation strategies and options would be mainstreamed into project design including future maintenance to enhance climate resilience of the project. Some of the adaptation measures that

could be considered in the project includes: (i) The rooftops of the school buildings will have the capacity to withstand snow loading of 70 kg per m^2. 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 and the PIG will monitor and ensure the inclusion of all the adaptation measures into the design of the buildings.

228. The project has the potential to contribute to a significant amount of climate and environment benefits including support for installation of solar panels toward introducing clean energy alternatives across the school facilities thereby reducing the school's carbon footprint and reducing overall GHG emissions and encourage the use of more sustainable energy options in schools. During project implementation, the project would offer opportunities for the application of environment standards and codes to be specifically followed and stated in the bidding documents towards implementation of environmentally sound options for energy use, effective use of materials and reuse and recycle options for waste generated from the education facilities. The various climate risk mitigation and abatement measures and options have been discussed during the appraisal stage of the project and will be considered and monitored during the project implementation phase.

229. An environmental and climate change specialist will be recruited by the PIG to ensure that all the above-mentioned measures are addressed and monitored during the design review and construction period. Additional information is provided in Annex-6.

2. Women and Youth Empowerment:

230. 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. The reasons for high dropout rates among girls include early marriage, and unpaid Care work such as housekeeping and caring for younger family members.

231. Although enrolment rates have been historically high in primary grades, there is evidence of dropouts and greater gender imbalances which result in lower attendance and higher dropout rates of girls in higher levels. Gender equity is less affected in early grades, but enrolment and attendance gaps tend to widen in higher grades beyond primary education.

232. Lack of access to water, sanitation and hygiene services particularly in secondary and tertiary schools where girls have entered puberty negatively impact girls' attendance. This is coupled with the physical burden imposed on girls who have the responsibility to collecting water which poses health risks and probability of affecting the attendance of girls in schools.

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

234. Tajikistan has the youngest population, the highest population growth rate, and the highest fertility rate. 37.3% of the population is less than 15 years old, with young people aged 15–24 years making up 17.2% of the total population. Those aged 25-49 years comprising 32.4%, with just 13.1% aged over 50 years. With most people under the age of 25 and a population growth rate of 2.32% per year, population projections indicate that, in the next two decades, the number of children, particularly those 5–14 years old, will continue to increase by as much as 10%. Such trends create a demographic setting where the young-age dependency ratio is relatively high and the old-age dependency ratio low, with many young workers entering the labor force. This "youth bulge" will require government policies and actions to ensure that education and employment opportunities exist and that a "demographic dividend" does not materialize. The youth bulge will expand the demand for public services and the need for human capital investments.

235. A better indicator to understand the situation of youth is the NEET (Not in Education, Employment, or Training) which shows both the number of unemployed and the number of economically inactive young people out of school or training. The level of NEET-youth (15-25 years old) in Tajikistan is 38-41%, which is a high level by international standards and the highest level in Post-Soviet Union countries.[16]

236. The 2021 Country Gender Assessment of Tajikistan done by the Word Bank highlights that there is an alarming gender gap of almost 42 percentage points between youth male and female NEET rates (7.2 versus 49.3). This is shown across

16. Ibid

the entire country. This gender gap in NEET for Tajikistan is high even when compared internationally.

237. The 2021 Country Gender Assessment of Tajikistan done by the Word Bank highlights that there is an alarming gender gap of almost 42% points between youth male and female NEET rates (7.2 versus 49.3). This is shown across the entire country. This gender gap in NEET for Tajikistan is high even when compared internationally.

238. In addition, some young people with tertiary education and TVET become in-active during the transition after school, which accentuates the importance of creating mechanisms to link young people with jobs and have a smooth transition from education to work.

239. The project aims to support the endeavors of the Government of Tajikistan for renewal of the education system, achieving equal access to education, solving gender problems, improving the quality of education, and eliminating poverty by developing education. The component 1 of the project will aim at improving access for boys and girls and addressing gender disparities in upper secondary education by creating additional seats and construction of gender disaggregated WASH facilities in districts where these disparities are noticeable. Component 2 of the project will contribute to addressing gender inequalities through mainstreaming gender responsiveness across all its activities, including through design of gender sensitive curriculum, gender transformative TLMs and integration of gender responsive pedagogy

240. The Project is also aiming to create favorable conditions for competency-based education in the country. It will assist the Government of Tajikistan in achieving of the goals of the Poverty Reduction Strategy by reducing the poverty rate and number of unemployed among vulnerable groups, especially young people aged 16-29 in the country through training, improvement of skills and professional development, as well as the reform of the education system and enhancement of the country's educational potential.

3. Civil Society Engagement:

241. Civil society in Tajikistan represents a wide spectrum of organizations, ranging from communal and neighborhood councils to more formal, officially registered public associations. They play an important role in Tajikistan’s growth and development by helping youth with educational opportunities, providing seeds to farmers and micro financing for women’s working groups, promoting budget transparency, and improving access to justice.

242. The Ministry of Justice is the Government entity which provide legal registration to CSOs in Tajikistan. Several and most common forms of CSOs include legally

registered Village Organizations (VOs), Social Unions for the Development of VOs (SUDVOs), Associations of SUDVOs (ASUDVOs), Water Users Associations (WUAs), and community-based saving groups supported by the Aga Khan Foundation (AKF).

243. CSOs can play an important role in MDBs projects and such educational project by disseminating information, conducting an independent monitoring of all schoolwork's implemented by the Government with Bank's funding, public awareness and communication, and field-level data collection for the Bank-funded project.

4. Fragility and Conflict Sensitivity Analysis:

244. As per World Bank's Tajikistan Risk and Resilience Assessment (2017), Tajikistan remains the poorest of the former Soviet Republics, and as the most remittance dependence country in the world, is highly vulnerable to fluctuations in the Russian economy. Rampant and systemic corruption plagues Tajikistan alongside issues of tax practices, and administrative barriers that hinder private sector growth. Tajikistan also faces the growing specter of radicalization and recruitment to violent extremism as well as decades-long border tensions, disputes with its neighbors over natural resource management and the ongoing threat of climatic and natural disaster shocks. Tajikistan's more than 1,300-kilometer border with Afghanistan is a matter of concern because of its length and relative insecurity. Decreased U.S. and NATO troop presence has resulted in expanded Taliban and Islamic State (IS) presence in Afghanistan. The Tajik-Kyrgyz border is also a source of regular, low-level friction over access to water and pasturage. Tajikistan has also experienced tensions with neighboring Uzbekistan over the construction of the Rogun Dam. Many stakeholders within Tajikistan express concern that large and growing numbers of unemployed and idle youth could be a future threat to stability. This includes the growing numbers of returning and deported migrants that might be more susceptible to recruitment to violent extremism. The government estimates that more than 1,000 Tajik citizens have fled to join IS. The return of even a few recruits' intent on destabilizing the country through terrorist attacks could have significant repercussions.[17]

245. Despite challenges, there are several sources of resilience in Tajikistan that could help mitigate fragility, conflict, and violence (FCV) risks and potential triggers of violence. These include the collective memory of the severe costs of the civil war and popular interest in stability, the strength of local institutions, 'up-skilling' and mobility as a positive dynamic of labor migration, the potential (alongside peril) of energy investments, and the opportunity for enhanced regional cooperation.

17. https://www.worldbank.org/en/country/tajikistan/brief/tajikistan-resilience-strengthening-program

246. The World Bank assessment recommends options for new multi-sectoral investments targeting priority FCV risks: (i) Employment and inclusion initiative targeting youth and returning migrants; (ii) Local development platforms to promote equitable and transparent sub-national resource allocation, facilitate participation in local decision-making, and stimulate local economic activity; (ii) Cross-border development programming; (iv) Agriculture and food security.

5. Disaster Risks Management Analysis:

247. Tajikistan is prone to various natural disasters, including avalanches, droughts, earthquakes, floods, heavy snowfalls, landslides, and mudflows that impede sustainable development. In addition, melting glaciers, heavy rainfall, and mountainous terrain create flood conditions. In 1992, the country registered its most important flood which caused 1,300 casualties and about US$ 500 million damages were registered (World Bank). In 2005, another flood caused 50 casualties and US$ 100 million of damage. In 2010, 70 casualties and more than US$ 200 million were registered. Regarding the earthquake, the worst occurred in 1907 in Karatag with a magnitude of 7.4 and caused 14,000 casualties and almost US$ 200 million of damages (World Bank). The annual average of the population affected by earthquakes in the country is about 4000,000 and the annual average affected GDP is about US$ 300 million.

248. The country is in a seismically high-risk area, and about 63% of the population lives in areas affected by earthquakes. From 2010 to 2015, 145 earthquakes were registered in Tajikistan. Even though earthquakes occur less frequently than floods, their consequences are more serious. UNICEF estimates that over 88% of children in Tajikistan live in areas with high and very high risk of seismic hazard.

249. Within the framework of the National Strategy for Education Development of Tajikistan (2030), safe and socially inclusive schools and other educational institutions are considered in accordance with the national policy on disaster risk management and adaptation to climate change, implemented at the national, regional, district and local levels. These priorities are provisioned in the National Disaster Risk Reduction Strategy of Tajikistan for 2019-2030 and the National Climate Adaptation Strategy of Tajikistan for 2019-2030.

250. The Geological Risks to the project include earthquakes and Seismic landslides. National Disaster Risk Reduction Strategy 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 to protect children, teachers' lives and make public investments resilient to natural disasters. In line with the national standards, the project design and construction phases will include appropriate measures to mitigate the natural

disaster risks associated with the project. As per national standards, the school building would be resilient to earthquakes with a magnitude Scale of eight. The Government also has protocols and procedures for the safety of staff and students during Seismic events. The management of existing schools has the experience and follows 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 be mainstreamed into the operations of the new schools to be rehabilitated/constructed under the project. The project implementation areas are highly prone to flood, earthquake, landslides, and wildfire and moderately to water scarcity and extreme heat.

251. It is also recommended that: (i) Have early warning systems (EWS) that will provide warnings of an imminent disaster; (ii) Avoid new construction in areas recognized as highly prone to the stated hazards. Otherwise, the buildings must be built on high ground for areas subject to flooding and respect the anti-seismic standards for areas sensitive to earthquakes in order to protect children, teachers lives and make public investments resilient to natural disasters; (iii) Equip classrooms with firefighting equipment; (iv) Planting trees in the project area will help to stop floods, landslides and even avalanches; (v) Design disaster preparedness and emergency responses training for teachers and students on sanitation and hygiene; (vi) Develop training courses/curricula on emergency response; (vii) Develop evacuation plans to save lives in case of emergencies; (vii) Organize emergency response simulation exercises to prepare protect and respond; (viii) Also teach first aid courses.

E. Project Cost and Financing Plan

1. Project Costs:

Table-2: Local and Foreign costs (US$ million)

No.	Project Component	Category of Expenditure	Local Cost	Foreign Cost	Total Cost
1	Learning Environment Upgrading	CWs & equipment	59.92	0	59.92
2	CBE based Curriculum reform and upgrading	Services	0	8.383	8.383
3	Teacher Professional Development	Services	0	3.429	3.429
4	Learning assessment & achievement monitoring	Services	0	2.727	2.727
5	Supervision and monitoring	Services	0	1.9626	1.9626
6	Project management support	Services	2.57	0	2.57

7	Financial auditing services	Services	0.05	0	0.05
	Base cost				79.042
	Contingency (Physical)				3.495
	Contingency (Financial)				3.464
	Total cost				86.00

252. **Proposed Financing Plan:** The total cost of the project is expected to be US$ 86 million. This will include US$ 45 million of the IsDB contribution, including ISFD loan of US$ 10 million, IsDB Loan of US$ 20 million and Installment Sale of US$ 15 million. OFID will contribute US$ 8 million and the GPE secretariat will allocate US$ 25 million grant resources. The government contribution would be US$ 8 million. The assets under Instalment sale are clearly identified in Annex-7. The financing plan of the project is provided in table 6 below. Additional information is provided in Annex-7.

Table-3: Financing Plan of the project (US$ million)

No	Project Component	IsDB			OFID	GPE		GoT	Total Cost
		ISFD Loan	IsDB Loan	Inst. Sale		Fixed Part	Variable Part		
1	Learning Environment Upgrading	10	14.15	13.288	8	0.981	7.5	6	59.92
1.1	Civil works	8.5	12.65	12.728	5	0.981	3.75	4	47.609
1.2	School furniture & equipment	1.5	1.5	0.56	3	0	3.75	2	12.31
2	Improving quality of and efficiency of education	0	0	0	0	16.502	0	0	16.502
2.1	CBE based Curriculum reform	0	0	0	0	8.383	0	0	8.383
2.2	Teacher Professional Development	0	0	0	0	3.429	0	0	3.429
2.3	Learning assessment & achievement monitoring	0	0	0	0	2.727	0	0	2.727
2.4	Supervision and monitoring	0	0	0		1.9626	0	0	1.9626
3	Project Management Support	0	2.37	0	0	0	0	0.2	2.57
3.1	Project Supervision Services	0	1.7	0	0	0	0	0	1.7
3.2	PIG Expenses	0	0.61	0	0	0	0	0.2	0.81
3.3	Start-up workshop & Mid-term review meeting	0	0.06	0	0	0	0	0	0.06
4	Financial Auditing Services	0	0.05	0	0	0	0	0	0.05
5	Zero Value Emergency Response Contingency Component	0	0	0	0	0	0	0	0
	Base Cost	10	16.57	13.288	8	17.483	7.5	6.2	79.042
	Contingency (Physical)	0	1.715	0.863	0	0.017	0	0.9	3.495
	Contingency (Financial)	0	1.715	0.849	0	0	0	0.9	3.464
	Total Cost	10	20	15	8	17.5	7.5	8	86.00

Implementation Arrangements

1. Executing Agency/Agencies (EAs):

253. 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 five operations under IsDB financing, five projects under GPE financing and several projects financed by other development partners. MoES (EA) in general has experience of managing similar projects.

254. The EA will be responsible for the overall operational, technical, and financial aspects of the project. A Project Implementation Group (PIG) composed of individual consultants will be recruited and placed in the relevant departments/units of the EA responsible for implementation of the components of the project. The EA will provide an office for the PIG as their office with facilities for meetings, and archive of the project documents and placement of the auxiliary staff of the project. The salaries of the individual consultants will be covered under the IsDB financing.

255. The EA will also be supported by a project supervision consultancy firm for day-to-day management of the project. The individual project management consultants 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 project supervision consultant and the PIG will submit all disbursement requests and project related reports to IsDB through the EA. The number and salary scale of the individual consultants is attached as Annex 8.

2. Institutional Arrangements:

256. The institutional arrangements for project implementation and the required reporting arrangements will include EA, PIG, Project Supervision Consultant (PSC) and IsDB's project supervision and support missions. The PSC will be supervised by the PIG and the PIG will report to the MOES as executing agency. The PIG will also report the progress of the project to IsDB through MoES.

257. The PSC will be responsible for monitoring, evaluation and progress reporting of the project implementation and quality of deliverables under all components of the project on monthly and quarterly basis. The PSC will monitor and report on achievement of the development objectives, outputs and outcome indicators, safeguard and environmental aspects, 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 the PIG any issue and problem arising during the project implementation period and recommend/seek solution from EA and PIG for timely addressing of those issues. The project monthly and quarterly progress reports, midterm review and closing reports including technical, operational, and

financial aspects of the project will be prepared and submitted by the PSC for review by the PIG and the EA. The project supervision consultant will include the following specialists in its technical team: Team leader, Deputy Team Leader (Local), Resident supervisor engineer, Design specialist, education specialist, procurement and contract management specialist, equipment and furniture specialist, M&E specialist, environment/safeguard specialist, local civil engineers, architect, water and sanitation specialist, HVAC engineer, engineer supervisor, cost estimator, local equipment/furniture specialist, local procurement and contract management specialist, quality control specialists, office manager, and translator.

258. The PIG (individual consultants) will be responsible for handling day- to- day management and administration of project activities under their responsibility, which, inter alia, include: (i) operational management of the project; (ii) financial management, including planning and budgeting, accounting, financial reporting, internal controls, funds flow, disbursement and auditing; (iii) management of environmental and social safeguards aspects; (iv) procurement and contract management for all components; and, (v) Project implementation and successful completion. The PIG will also be responsible for the coordination among project stakeholders, and service providers. The PIG, 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 PIG will also monitor the performance of the PSC. The PIG will also prepare a Project Implementation Manual (PIM) within 2 months of its constitution. The PIM will include inter alia procedures for implementation of the project with special emphasis on project financial management procedures, project procurement procedures and M&E procedures.

259. The EA will review and approve the progress reports and will act on the notifications/recommendations by the PSC. The PIG, through EA, will share auditing, progress, midterm review and closing reports for submission to the IsDB.

258. IsDB will conduct the project supervision and support missions on an annual basis resulting in Project Implementation Assessment and Support Report (PIASR). A mid-term review meeting will also be conducted to consider a mid-term progress review report to be prepared by the PSC and cleared by IsDB, the EA and the PIG. After completion of the project, the project post implementation evaluation will be carried out by the Global Practices Department of the IsDB.

260. General coordination of all components will be carried out by the EA (MoES). Relevant Deputy Minister/s will be appointed as focal points for various project components.

261. The construction works, and equipment related components will be coordinated by the Deputy Minister responsible for economic issues. The Capital

Construction Department of the MoES as well as the Department of Marketing, Property and State Procurement will be the focal points for the first component including civil works and equipment/furniture.

262. Three agencies, National Academy of Education, RITTI, and RTMC are direct holders and beneficiaries of the curriculum-related outcomes and outputs. Prior to endorsing curriculum frameworks, revising subject curriculums, training and capacity building of teachers, mentors, and school directors, programs should be endorsed by these agencies. The National Academy of Education can act as a coordinating body to ensure that all curriculum revisions and new curriculum structures within the proposed curriculum framework are consistent with pre- and in-service training for teachers and staff.

263. For Teacher Professional Development, before the approval of the restructuring plan that is envisioned as one of the project outputs, RITTI and RTMC will be jointly responsible for the in-service component. For ensuring the alignment between the secondary education reform and teacher preparation initiatives and avoiding a special position of one of the higher education providers involved in preparing future teachers, it is suggested that National Academy of Education is the institution responsible for the pre-service component.

264. For assessment component, while the functional review at the beginning of the project will establish more concretely the capacity of national agencies to take the responsibilities in the area of competency-based student assessment, the initial proposal is to work with the National Testing Center on NLAs, with potential involvement of RTMC (in the area of school-based assessment) and Agency of Supervision (Quality Control) in the field of Education and Science. As assessment is inextricably linked to curriculum, all assessment approaches will be coordinated with the National Academy of Education. Likewise, in training teachers on assessment, RITTI will be the primary responsible agency.

265. A Project Coordination Committee (PCC) will be set up including representatives from the selected stakeholders from Tajikistan and the representatives of the financing institutions. The PCC will be the key body for monitoring and implementation of the project, regularly assessing progress and recommending any necessary actions or adjustments to the project implementation and procurement plans with the aim to achieve the preset objectives. The PIG will support the work of the PCC through the provision of detailed and timely information about the status of the project components.

266. UNICEF Learning and Skills Development teams (15 staff members) represent a profile with broad spectrum of competencies and skills sets to perform effective and efficient delivery of work. UNICEF will afford dedicating the following staff members to support implementation of the project under their current function and

new function assigned. UNICEF will be responsible for handling the soft components of the project. UNICEF will ensure delivery of the project development objectives and results under the soft component and will share quarterly progress reports with the PIG, the EA and IsDB. It will also contribute to the annual report for submission to LEG and GPE Secretariat. UNICEF will also ensure the quality of services and results of the soft components. Detailed information is provided in Annex-8.

3. Implementation Plan and Project Readiness:

267. Implementation Schedule: The project will be implemented in five years from first disbursement with GPE STG grant activities completed within 4 years. The project is expected to start in January 2024 and come to end in December 2028. This will be subject to internal procedure of the Government of Tajikistan for signature and effectiveness of the financing agreements of the project. The effectiveness and disbursement conditions of the financing agreements will be specified in the project financing agreements to be signed between IsDB and the Government of Tajikistan. A detailed tentative implementation plan is provided in Annex 9.

268. Project Readiness: The engineering drawings and detailed designs for civil works have already been prepared by the EA. The Project scope, components, as well as financial and operational arrangements including project implementation plan and financial management issues have been agreed with the EA.

268. 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 labor issues. Counterpart financing has been confirmed by the MoES of Tajikistan and the Government of Tajikistan. The government has confirmed that most of the civil works will be done within the premises of the existing schools and there is no land acquisition issue.

269. The bidding documents for the civil works, equipment, and consultancy services will be prepared and processed by the project supervision consultant, and reviewed by the PIG and the EA. The advanced contracting of the consultancy services has already been agreed, which shall improve the “quality at entry” and significantly expedite the implementation of the project. The Government of Tajikistan will officially request IsDB’s no objection for commencing advance contracting for hiring PIG members, project supervision consultant, consultancy firm for handling of financial auditing of the project statements. Local government authorities will be responsible for extension/connection of electricity, internet, water, sewage, road, and other facilities outside the premises of the schools.

270. Additional information is provided in Annex-8.

4. IsDB Project Monitoring and Implementation Oversight and Support Plan:

271. In addition to internal control mechanisms of the EA and the role of PIG and the project supervision consultant in monitoring of the project implementation, the IsDB will support and monitor the progress of the project. A start-up workshop will be organized after recruitment of the PIG members to orientate the project stakeholders on the IsDB project management, PPFM, disbursement, and procurement guidelines and procedures, and safeguard regulations and will enable them to discuss and review the project implementation, procurement, and disbursement plans and overall monitoring and evaluation structure of the project.

272. Furthermore, IsDB through its annual Project Implementation Assessment and Supervision Missions and Midterm-review of the project will monitor and evaluate the project implementation. The Bank will also review and clear the monthly and quarterly progress reports of the project to be prepared by the project supervision consultant and submitted through PIG 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.

273. 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 Bank will undertake significant oversight and monitoring of various aspects to strengthen the quality of project implementation. For instance, the following monitoring and implementation support measures have been introduced in the project:

a. Enhancing selection process for PIG by being directly involved in overseeing Terms of Reference for their recruitment and the selection criteria, including in directly getting copied on the applications, being part of the interview panel as observer, directly overseeing shortlist, and final approval of the candidate.

b. IsDB would deploy its own electronic tender receiving system, which will enable the bank to receive copies of submitted bids as well. This would speed up IsDB's review of procurement documents and enhance transparency.

c. Engage a procurement consultant upon approval to support advance procurement. The consultant will report directly to the IsDB but will actively participate in the procurement process, specifically preparing, supporting/reviewing and evaluating submitted technical and financial proposals for PIG staff and consulting contracts. The consultant will also be responsible for reviewing the other project procurement dimensions, identifying capacity gaps, and building the capacity of EAs and PIG group.

d. Institute in TORs management practices of the supervision consultant to provide independent assessments on work done by direct reporting to IsDB on monthly

basis. This will strengthen the role of consultant as independent reviewer of the project implementation and unmask any critical issues for IsDB.

e. The Bank will undertake regular (at least once a year) workshops on the Bank's integrity policy in Tajikistan to raise awareness of EAs/PMUs/PIGs/ bidding community on IsDB policy and to ensure compliance with the Bank's integrity policy and principles.

f. The Bank will also undertake frequent portfolio review including operations team, procurement and financial management. This will give the opportunity to assess the overall progress against the project's performance targets, address project specific issues, monitor status of agreed time-bound portfolio and agree on action plans to improve portfolio performance.

g. The training of PIG, EA and committee members on the specific procurement and financial management aspects under their mandate by IsDB prior to commencement of the procurement process, including identification of red flags in the process.

h. Procurement staff recruited for IsDB projects must complete the IsDB procurement e-learning modules within 3 months of joining the project.

i. Training on project management and procurement aspects during project implementation to continuously improve the capacity of staff hired to manage IsDB projects. A strong link with other MDBs will be established to enable the PIG staff to benefit from their trainings.

j. Interaction with officials from the SCISPM during supervision missions, which is responsible for country's projects portfolio and bid opening and clearing evaluation reports and regular interaction.

k. Regular attendance at Country Procurement Task Force and Development Partner General Coordination Group, which is a good opportunity to share best practices and lessons learned, improve harmonization, and develop a "Single Voice" approach to facilitate MDBs support for procurement modernization in the country.

l. Review of financial audit reports and follow up on MAPS routinely.

m. Performance assessment of the PIG staff annually to determine renewal of their contracts after IsDBs no objection and review.

n. Review and approval of ESMP reports submitted by EA and propose enhancements as necessary.

o. IsDB review of the composition of Bid receiving committee and bid evaluation committees. These committees should be drawn from several departments.

IsDB independent consultant will participate as observer in these committees. The committee members will be provided a training/workshop on the specific aspects under their mandate by IsDB prior to commencement of the procurement process, including identification of red flags in the process.

274. Additional information is provided in Annex-8.

F. Fiduciary Due Diligence

1. Procurement Arrangements:

275. The MoES, with the support of the Bank team, developed the Procurement Strategy. The Procurement Strategy includes the Procurement Plan (PP) which sets out the procurement profile of the project and selection methods to be followed by the Beneficiary during project implementation in the procurement of goods, works and consulting services financed by the project.

276. Procurement capacity: An assessment of the procurement capacity of MoES revealed that while EA has handled several donor-funded projects in the sector, such as the World Bank-funded higher education project, previous and ongoing IsDB-funded projects have been implemented through the establishment of a stand-alone project management unit (PMU). The procurement capacity of the MoES itself is therefore considered to be insufficient, as the staff of the Marketing, Property, and Public Procurement Department, which is responsible for procurement, has no experience in implementing IsDB-financed operations and has no knowledge on IsDB' New Procurement Framework, and most other procurement staff have only recently been recruited by the Ministry.

277. To ensure a smooth implementation of the project, it is recommended that IsDB organize procurement training on IsDB's procurement policies and procedures and supplement capacity of MoES with procurement consultant.[18] Further, it is recommended that a team of consultants, including engineers and various specialists with procurement expertise, need to be recruited to assist the EA with the design review, procurement activities and contract management. With the support of a procurement consultant, training, and the application of IsDB's procedures, the EA can be expected to be effective in the way the procurement transactions for the project are conducted.

278. Applicable Procurement Guidelines. All procurement under the project components co-financed by IsDB, OFID and GPE (fixed part and variable part) shall be strictly governed by the relevant provisions of the Financing Agreement and shall be undertaken in accordance with IsDB's Guidelines for the Procurement of Goods,

18. Additional capacity building activities related to compliance with IsDB Group Integrity Policy and Principles shall be provided.

Works and Related Services under IsDB Project Financing (April 2019 edition) and Guidelines for the Procurement of Consultants Services under IsDB Project Financing (April 2019 edition).

279. Procurement of all components of the project shall strictly adhere to the requirements contained in the IsDB's Group Anti-Corruption Guidelines on Preventing and Combating Fraud and Corruption in IsDB Group-Financed Activities, IsDB Group Integrity Policy, Principles and Guidelines, and sanctions procedures set out in the Financing Agreement.

280. Procurement under Component 1. The first component of the Project includes construction and equipping of 53 schools/district education buildings. Procurement of works and goods under this component would be conducted following the National Competitive Bidding (NCB) procurement method using IsDB's SBD (including Contract Forms) for small works. The analysis provided in Procurement Strategy did not reveal any major risks that would justify using more complex methods, thus using NCB procurement method is recommended, which shall reflect *Fit-For-Purpose* procurement approach and facilitate to achieve the maximum benefits of Value for Money. 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 phase of IsDB project in the same education sector. The MoES will be supported by an international PSC for preparation of Bill of Quantities (BOQs), defining technical specifications for goods, packaging/slicing and supervision of procurement process.

281. Procurement under Components 2. UNICEF will be involved in handling the soft components of the project, namely CBE-based curriculum reform and upgrading, teacher professional development, learning assessment, and performance monitoring, through Single Source Selection (SSS)[19]. The standard template for Agreement between the IsDB and UNICEF will be used.[20] Payment and delivery (including delivery schedule) terms and conditions shall be finalized during the negotiations with UNICEF, which shall be acceptable to the IsDB. The main justification for involving UNICEF on an SSS basis is that it has already been involved in Phase I of the project in formative assessment, effectiveness of competency-based curriculum rollout, learning assessment and stock-taking of activities for effective implementation of CBE. Given the overall stringent system and human resource capacity for implementing such components, UNICEF is a preferred and strong candidate when compared with the consulting firms providing similar services. Since UNICEF has a professional team on the ground familiar with the

19. Also known as sole-source or direct contracting.
20. June 2022 version available at https://www.isdb.org/project-procurement/documents (accessed on 4 November 2022).

education sector of Tajikistan, no technical issues anticipated with implementation of the soft components of the project.

282. Procurement under Component 3. Consultancy services for the project design review and supervision shall be procured using Quality- and Cost-Based Selection (QCBS) method (with the quality and cost ratio of 80:20) with shortlist of firms from IsDB Member Countries due to insufficient local market capacity. The financial auditor will be selected from a short-list of local audit firms and the selection method based on Least Cost Selection (LCS) which as a normal practice in other IsDB-funded projects and since the assignment is standard by nature and there is enough number of certified local audit companies, which can be selected on higher competitive basis.

283. Office furniture/equipment and vehicles for EA will be procured through national shopping as the local market is enough competitive for procuring readily available off-the-shelf office furniture, equipment, and vehicles for the EA needs. It shall be proceeded through comparison of written price quotations normally obtained from at least 3 (three) reputable Suppliers to assure competitive prices.

284. All consultant staff to support EA will be recruited through a national shortlist of individuals strictly following the requirements of IsDB's Individual Consultants Selection method. The local/national shortlisting will be applied for EA experts as a normal practice in other MDBs and IsDB financed projects because the local market is adequate in terms of opportunities, capabilities, experience, knowledge, and practices. Terms of reference of consultant staff shall be reviewed and cleared by the IsDB's Operations Team.

285. Use of Standard Procurement Documents for IsDB financed activities: The EA shall use the appropriate Standard Procurement Documents for Works and Goods, and Request for Proposal (RFP) for Consultancy Services as issued by IsDB with minimum changes, acceptable to IsDB, as necessary to address country and project specific issues. Any changes shall be introduced only through bid or contract data sheets, or through special conditions of contract, and not by introducing changes in the standard wording of the Standard Bidding Documents and RFPs.

286. Procurement Risks and Review Arrangements: Given past experience in implementing projects in this sector, as well as the analysis of the country's procurement risks conducted by other MDBs, the procurement risks are rated as "high". In line with the risk-based approach, all procurement under this project, except for Shopping method which are low-value contracts, will be explicitly subject to the Bank's prior review.

287. Advance Contracting.[21] To expedite project implementation, advance contracting can be used for (i) Project supervision consultant and (ii) financial auditing firm. Advance recruitment of consulting firms will keep the momentum for bidding and consultant selection activities and shall improve the "Quality at entry", accountability, effectiveness, and efficiency of the project. Advance contracting will be used once independent consultants are on board and terms of references for aforesaid consultancy services are ready[22] and it advance contracting actions shall be launched promptly after approval of the project, which shall reduce time between project approval and first contract award and disbursement. Where the Beneficiary uses Advance Contracting before signing of Financing Agreement, the Beneficiary shall launch General Procurement Notice and publish Procurement Plan after IsDB's no-objection on Advance Contracting Procedure.

288. Procurement Plan: As a culmination of the procurement risk assessment process, the EA developed an initial 18-months Procurement Plan for the project implementation based on the analysis and outcomes of the Procurement Strategy and the schedule of delivery of the works, goods, and consultancy services. Procurement Plan will be updated periodically at reasonable intervals through the procurement and project cycle or as required to reflect the actual project implementation needs.[23] The procurement plan shall be also published on the IsDB's external website. The procurement packages, the estimated value, and the procurement methods etc. are summarized in the initial Procurement Plan (Annex 9) and the summary of procurement packages and methods provided in the Table-3 below, which were discussed and agreed with Beneficiary.

Table-4: Summary of procurement arrangements

Category of procurement	Methods of procurement/selection					
	NCB	Shopping	QCBS-MC	SSS	LCS-LC	ICS-LC
➢ Works						
Civil works for construction of schools/district education buildings	X					
➢ Goods						

21. Under advance contracting, the Government undertakes such advance contracting at its own risk. Any concurrence by IsDB with regard to the procedures and/or contract award does not commit IsDB to provide the project financing for the contract(s).
22. Additionally, there is a sufficient ownership and support from government side for advance contracting.
23. If needed, the outcomes of the PS will be also updated required to reflect the improvements in institutional capacity.

School furniture & laboratory equipment, digital equipment	X					
Vehicles & equipment/furniture for project office		X				
➢ Services						
Project supervision consultancy firm			X			
Consultancy services for CBE based curriculum reform and upgrading, teacher professional development, learning assessment and achievement monitoring (UNICEF)				X		
Financial audit services					X	
Individual project management consultants						X

289. Contract Management Approach.[24] Contract management approach for civil works and goods should ensure the proper management of contract performance during implementation. This will be elaborated in the Contract Management Plan[25] (CMP) which will be prepared for each contract and will be included in the online project monitoring system. This plan shall include key performance indicators (KPIs), risks and risk management plan, identifying resources, communication management plan, contract administration procedures, quality management, managing payments, records management, reporting procedures, managing changes, claims and disputes including grievance redress mechanism, and finally contract closure procedures and requirements. EA will provide timely reports to IsDB. Contract management will be based on the best practice as recommended by IsDB. The CMP should be shared with the contractor and all parties involved in contract implementation, management, administration, and governance. The Beneficiary should go through the plan with the contractor (face-to-face) to ensure that it is fully understood, especially the allocation of risks and responsibilities.

24. Since the Project Implementation Manual (PIM) is considered as an essential tool to provide project stakeholders and relevant EA with detailed guidelines on project implementation, it shall be also prepared and implemented. All project related information, including implementation and fiduciary arrangements from the PAD, terms and conditions agreed by the Bank with the Beneficiary Country, and covenants of the financing agreement such as conditions prior to the first disbursement be incorporated in the PIM.

[25]26. Development, implementation and regular update of CMP shall be mandatory.

290. For goods contracts, which are simple and low value contracts, the CMP shall be limited to more succinct items, which in accordance with the procurement regulations, may only include the following: (i) key roles and responsibilities; (ii) key contractual dates and delivery milestones; (iii) budget and payment milestones; and (iv) record-keeping requirements.

291. The project will require intensive procurement implementation support in the first year, as MoES has no previous experience with IsDB-funded projects. Implementation support will include (a) conducting procurement trainings for relevant staff of agencies involved in implementation, (b) reviewing procurement documents and providing timely feedback, (c) providing detailed guidance on IsDB procurement guidelines to MoES staff, and (d) monitoring procurement progress and performance against agreed PP.

292. The details with justifications on the procurement arrangements and Initial Procurement Plan provided in Annex-9.

2. Project Financial Management and Audit Arrangements:

293. In 2009 the Government of Tajikistan initiated a 10-year Public Financial Management (PFM) reform program (2009 – 2018). The 2012 Public Expenditure and Financial Accountability (PEFA) Assessment occurred early in this process. The 2017 PEFA Assessment assesses progress at a mid-point in the reforms and provides guidance for future PFM reforms.

294. This PEFA Assessment covers the central Government of Tajikistan, including autonomous agencies that are part of the general government sector, and public corporations. It also includes transfers to subnational levels of government. Subnational government means any level of government below the national level, provided these entities have the authority to own assets, incur liabilities, and/or engage in transactions in their own right.

295. The results of the PEFA assessment show non-uniform progress across seven pillars of PEFA, as illustrated in Table A (Annex 10). Performance of 16 out of 31 indicators are ranked in the A and B range reflecting strong progress, while performance of the other 15 indicators is ranked in the C and D range reflecting weaker progress. Below are the progress summaries of the pillars which have direct impact on our financing and related assets:

296. *Budget reliability*. In summary, execution of revenue collection and expenditure is reasonably in line with the original budget each year, and there has been significant reduction in contingency expenditures. However, large variance in the functional composition of expenditures undermines the credibility of the budgetary process. There is also a weakness in forecasting the composition of expenditure.

297. *Management of assets and liabilities*. The government maintains a good functioning debt management system. Debt recording is adequate, while debt strategies, and the system for approval of debt and guarantees, are clear. Public investment management, in contrast, is a major challenge. Weaknesses in project selection and poor costing systems undermine the effectiveness and efficiency of public investment management decisions. While the government maintains basic records of financial and non-financial assets, lack of transparency and public access to financial information lowers the overall score on this PFM core dimension. Monitoring and reporting of fiscal risks of SOEs requires further improvement.

298. *Predictability and control of budget execution*. Although the government made significant efforts to implement reforms in all areas under this pillar, challenges remain. There is impressive progress in revenue administration, but tax audit and tax arrears control require further improvements. Lack of a complaint mechanism and low competition in public procurement affect efficiency of public resource management. While the stock of budget expenditure arrears was insignificant over the review period, there is no ongoing system for estimating arrears, which means that should a problem develop, it could get out of control quickly as was experienced in 2016. Although all cash balances are held in the treasury single account and are consolidated, cash management is in the infancy stage and should be further evolved. There is also significant scope to improve payroll control and internal audit. An integrated database of human resource management and payroll in civil service should be implemented and risk-based and performance-based internal audit principles should be introduced.

299. *Accounting and reporting*. While there is noticeable progress in accounts reconciliation and the integrity of financial data, the government should make further efforts to improve coverage and timing of the reports. Both in-year and annual financial reports could be further improved by bringing them closer to international financial reporting standards.

300. *External scrutiny and audit*. The operations of the Chamber of Accounts have improved, but the organization is not a truly independent external auditor. In recent years there has been significant improvement in the timing of Parliament's scrutiny of the audit report and follow up from this. Parliament now holds in-depth hearings with representatives of a few ministries, departments and agencies and makes recommendations. However, the public are not yet able to access any of this information.

Project Financial Management Arrangements

301. *Internal Control*. The PMU used for the previous education projects presented a substantial risk on the overall financial management. Some audits based on

International Standards on Auditing indicated issues on valuation of inventory, revaluation of assets, records on account receivables & payables, and data conciliation of revenues. A sample of withdrawal requests submitted to the Bank showed recurrent errors on the bank details of the beneficiaries causing substantial delays. The PMU does not have any written manual or procedures on administrative management.

302. These key issues and the low capacity of the PMU were discussed between IsDB, the MoES and other partners involved in the project. An agreement has been reached to appoint individual consultants for each crucial expertise to run the activities of the PMU. The financial management specialist consultant will be appointed upon terms of references accepted by IsDB; he/she will use the country system when deemed appropriate.

303*. Accounting procedures and standards*. The financial statements are reported based on the International Financial Reporting Standards (IFRS), as required by state's decrees. The already established PMU uses the automated accounting system 1C Enterprise; this application system is daily used by several million users in business and government to automate operations, accounting, finance, HR, and management activities.

304*. Information and Reporting System*. With assistance of the World Bank, the country improved the overall institutional capacity needed to implement an integrated financial management information system (IFMIS). Generally, the term "IFMIS" refers to the use of information and communications technology in financial operations to support management and budget decisions, fiduciary responsibilities, and the preparation of financial reports and statements. In the government realm, IFMIS refers more specifically to the computerization of public financial management processes, from budget preparation and execution to accounting and reporting, with the help of an integrated system for financial management of line ministries, spending agencies and other public sector operations.

305*. Auditing arrangements*. The annual audit of the project's consolidated financial statements will be performed by an independent audit firm, appointed upon terms of reference (ToR) acceptable to IsDB. The selection will be conducted by the State Committee on Investment using IsDB guidelines and procedures. Under the Decree of the President of the Republic of Tajikistan «*On improving the structure of central executive bodies of the Republic of Tajikistan*» № 9 dated November 30, 2006, the State Committee on Investment and State Property Management of the Republic of Tajikistan was created to act as the central executing body which within its authorities implements state policy and normative and legal regulation in investment sphere, public property management, management and implementation of the process of denationalization and privatization of the state property in the

Republic of Tajikistan representing the interests of the state as an owner, and conduction of activities on implementation of the programs of support for entrepreneurship.

306. The annual financial audit report will be submitted to IsDB no later than 6 months after the end of the country's fiscal year. The project financial audit will include, in particular (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.

307*. Funds Flow Management.* Two modes of payment will be used: the Special Account managed by a dedicated project implementation group reporting to the Ministry of Education and Science and direct payment. More details are provided in the disbursement arrangements section.

308*. Planning and budgeting*. In summary, as stated in the 2017 PEFA assessment, execution of revenue collection and expenditure is reasonably in line with the original budget each year, and there has been a significant reduction in contingency expenditures. However, large variance in the functional composition of expenditures undermines the credibility of the budgetary process. There is also a weakness in forecasting the composition of expenditure.

309. Although the medium-term prospective is formally embedded in the processes for macro-fiscal planning and budgeting, budgeting is still treated as an annual funding exercise. The technical aspects of the budget preparation process are well developed; however, the strategic focus of the budget is reduced by lack of sector strategies for several sectors and poor integration of capital budget and recurrent budget planning processes.

310. 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. The project auditor will submit the final audit report prior to closure of the project.

311. *Assets Identification and Safeguards:* As far as the issue of safeguard of project assets is concerned, there are procedures in place for stock taking and recording of assets in the Fixed Assets Register. However, as prima facie, there is no evidence to suggest that the practice of labelling project assets financed by financiers such as IsDB, GPE and OFID exists. This practice is very important for identifying as which assets have been financed by which financiers. This will avoid the misuse of assets and at the same time promotes the financiers name in its constituency.

3. Project Disbursement Arrangements:

312. Disbursements under IsDB financing will be made in accordance with IsDB Procedures and Guidelines. The following disbursement modalities are considered for the project:

- Direct payment or reimbursement will be executed in favour of contractors, consultants and implementing partners. The detail of direct payment related activities is in the Annex-11.
- The Special account (SA) will be used to disburse funds to the following sub – components:
  - Sub-component 3.2 (PIG expenses).
  - Sub-component 3.3 (Start-up workshop and mid-term review meeting).

313. Project-specific disbursement aspects will be described in the Disbursement letter.

314. The Special account will be opened by the MoES. The ceiling of SA will be established at US$ 255,000 (based on six-month forecasted project expenditures). The maximum amount to be financed out of the SA is US$ 1,047,000.00 The SA will be managed as per the IsDB procedures and expenditures utilized from special account will be periodically reviewed and validated by financial auditor before replenishment of the account.

315. 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.

316. The variable Part of GPE grant will be disbursed based on achievement of disbursement–linked results (DLRs) of the three stretch indicators, presented under each of the GPE variable part dimensions.

317. Subject to IsDB, OFID and GPE approval of the project, the tentative disbursement schedule is given in the Table-4 below:

Table - 5: Disbursement Schedule of the IsDB/GPE Resources (US$ million)

Year	IsDB					GPE			GOT	Grand Total
	IsDB Loan	IsFD Loan	Inst Sale	IsDB Total	OFID	FP	VP	GPE Total		
Year-1	1	0.5	0.5	2	1	3.387	0	4.5	2	9.5
Year-2	3	2	3	8	3	3.633	0	5	2	18
Year-3	4	3	4	11	3	3.285	3.75	7.75	2	23.75
Year-4	6	3	4	13	1	7.195	3.75	7.75	0	21.75
Year-5	6	1.5	3.5	11	0	0	0	0	2	13
Total	20	10	15	45	8	17.5	7.5	25	8	86

318. The disbursement plan would be subject to revision by the Project Supervision Consultant. Additional/detailed information is provided in Annex-11.

H. Project Results and Monitoring

1. Key Development Results Indicators:

319. The project is expected to achieve the following outcome level indicators: provision of access to 17,376 students in the newly constructed and fully equipped schools, developing a revised model for teacher preparation programs in line with the existing programs, initiation of the national CBE based summative assessment, improved curriculum, and content development system. At the output level, the project is expected to achieve the following results: construction and equipping of 53 schools, establishment of curriculum development unit/department, development of CBE based curriculum framework, CBE based instructional materials for teaching math and Tajik language, national CBE based summative assessment system and national summative assessment guidelines developed, EMIS accommodate the national assessment data, national specialists are prepared to design national summative assessments, system of school based summative assessments, school level CBE based summative assessment guideline, blended CPL course for teachers on CBE, revised model for teacher preparation programs, sample program for future teachers of math and Tajik language, blended courses on methodology of teaching math and Tajik language, new organization of pedagogical practicum, team of national experts on the model of pedagogical practicum, suite of courses in blended format to support CPL, templates for modular courses in blended format, blended courses for teaching math and Tajik language, continuous professional leaning replaces the three year professional development

cycle and the MoES system created for adopting teacher training courses to the CPL model.

320. The project supervision consultant, PIG, the EA and the project implementation stakeholders including UNICEFF will be responsible for delivery and realization of the above-mentioned indicators and targets. Additional information is provided in Annex-1.

2. Monitoring and Evaluation of Outcomes/Results:

321. The Project Supervision Consultant will include in the composition of its project team a professional project monitoring and evaluation specialist to develop an M&E system for the project to monitor and report on achievement of the development objectives, outputs and outcomes indicators, and realization of the project implementation timelines and budget as per the project procurement, disbursement, and implementation plans. The Project Supervision Consultant 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.

322. The staff structure of the PIG will also include a monitoring and evaluation consultant who will be responsible for reporting on the progress in project implementation and result indicators, overall coordination, exchange of information and gathering of monthly and quarterly progress reports and information from MoES's representatives, local authorities, implementing partners and the project consultants and contractors. The PIG and the EA will monitor/evaluate the quality of reports, deliverables and timelines of project implementations and will review and approve the monthly and quarterly progress reports and will act on the notifications by the Project Supervision Consultant. The EA and the PIG will share project progress reports for review and feedback by the IsDB.

323. The contractors and consultants will also provide progress reports on a monthly and quarterly basis. These reports will be incorporated in the overall project progress reports to be prepared/submitted by the PSC through the PIG.

324. A midterm review report will also be prepared by the PSC after the second year of the project implementation. A project completion report including technical, operational, and financial aspects and result indicators of the project will be submitted by the PSC through the PIG. 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.

I. Project Risks and Sustainability

1. Project Risks:

325. The overall project operational risk is rated medium given the following two major facts: (i) The EA has vast experience of implementation of similar size projects with support of the project supervision consultant and the PIG; and (ii) the local market and contractors have capacity for implementation of small size civil works.

326. To mitigate the operational risk, the capacity of the EA and PIG will be strengthened by organizing a start-up workshop and separate training courses on project management, procurement, integrity guidelines and policy compliance, and financial management of the project for relevant departments of the MoES, if needed. Engagement of the project supervision consultant and the PIG shall mitigate the operational risks. IsDB through PIASR Missions, and midterm review of the project implementation, would also support the EA/PIG throughout the project implementation. Furthermore, the IsDB Regional Hub Almaty and the project team would maintain close coordination with the EA and the PIG for better monitoring of the day-to-day operation of the Project.

327. Environmental and social risk is rated moderate to low. The project will finance small-scale school constructions within the premises of the existing schools with no major 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.

328. pre-effective delay risk is substantial: The government procedures for signature and effectiveness of the project financing 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.

329. Fiduciary risks: As suggested by the procurement strategy and financial management reviews of the capacity of the EA, there is a need to enhance the financial management and procurement capacity through hiring of dedicated individual consultants with relevant knowledge and experience of the MDB policies and procedures. To mitigate the fiduciary risks, a qualified full-time individual procurement consultant and financial management consultant will be assigned to the project. Experienced international procurement specialists would be hired under the project supervision arrangement to assist in procurement and PFM activities of the project.

330. Stakeholder risk. To ensure ownership of the EA and its active contribution to the project, there is a need for effective coordination and communication through a

project coordination committee composed of the representatives of the relevant government institutions, relevant departments and affiliated institutions of the MoES, IsDB, GPE, OFID and UNICEF. To mitigate this risk, IsDB will maintain closer contact with the EA and the PIG to ensure timely organization of the project coordination committee meetings.

331. Additional measures will include sensitization of the EA, PSC and the PIG on the IsDB implementation requirements, hiring of an external auditor, use of special accounts (SAs) with replenishment upon submission of the auditor's report. The PIG information system will be integrated into the EA system and financial auditors will be recruited by the EA for the project.

332. SEAH Risk: The IsDB has zero-tolerance to SEAH. As outlined in the Operational Framework, protection from sexual exploitation, abuse, and harassment (SEAH) comprises a holistic approach with various prevention and response measures to protect and respond to SEAH incidents. SEAH is relevant for the safety of beneficiaries, implementer staff and community workers. The IsDB recognizes that one of the most effective means of addressing SEAH is to ensure that entities that implement the project have adequate capacity to address the risks of SEAH, and that programs incorporate SEAH as a core element to make interventions and programs as "safe" as possible by ensuring adequate focus on how to keep beneficiaries safe and how services are provided and accessed by the beneficiaries. While promoting cultural change requires time and effort, it is important to take immediate action, understanding that the lessons learned will help to review the institutional approach while allowing continuous learning and evolution of proposed actions. Key components of SEAH include the following:

- Awareness raising during the stat-up workshop of the project and guidance on SEAH in the context of the project
- Assessing and strengthening the SEAH compliance and capacity of the project implementers.
- Tools and guidance to identify and address SEAH risks within project interventions. For this purpose, it is important that all implementers have confidential and accessible reporting mechanisms in place, beneficiaries and implementers be aware of these existing reporting channels.
- SEAH is that type of harm caused by staff, volunteers, or other associates of the project. Typically, sexual exploitation and abuse is perpetrated by staff against a member of the community and sexual harassment is perpetrated by one staff member against another. To ensure there is consistency in preventing and responding to SEAH, IsDB and MOES should assess risks regularly, at least annually. The review process should be participatory and include staff from across the Ministry to understand the risks and the role they may play in mitigation measures. However, ultimate responsibility should be

with senior management. Additional measures will include sensitization of the EA, PSC, and the PIG on the SEAH related requirements and developing an action plan that covers a range of indicators to mitigate the risks. This may include engaging with senior management to invest in actions like capacity building and policy review as well as monitoring implementation. The project risk matrix is provided in Annex-12.

2. Project Sustainability:

333. Economic Sustainability: The project will provide access to modern schools with laboratory and fully equipped computer rooms to 16,880 students. It will also support the activities for institutionalization of competency-based education in Tajikistan which will improve the quality of education and will results in better graduates who will better serve the national economy and their society as whole. The project will develop the teacher's professional development which will lead to higher quality of education and higher standards of teaching. The project will also address curriculum and content development. This will lead to better content and curriculum which will ensure higher and better learning outcomes. All these will lead to higher social and private impact of the project on the economy of the country particularly in the rural areas.

334. The sustainability of the education facilities, 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 institutional and human resource capacity building activities. The District Government budgets include an allocation for maintenance of each School. This guarantees that all education facilities, including the newly constructed/rehabilitated ones will be receiving financing for staff, maintenance, utilities, etc.

335. Any other initiatives such as curriculum development, teacher professional development and improving the assessment system framework will be legalized through adoption of appropriate regulations which will contribute to further sustainability of the project.

336. Social Sustainability: Research on NEET youth in Tajikistan shows that education has a positive impact on the labor market outcomes, with the positive impact on women being more significant, and children of educated parents have a higher chance to be employed in the future.[26]

337. Educational attainment increases employment rates and income. In Tajikistan, people with post-secondary education earn 57% more than those with primary

26. Mirov, Loikdzhon, 2020, The Impact of Education and family Background on NETT-Youth of Tajikistan, Technological University of Tajikistan

school education only.[27] Given that an increasing number of young women in Tajikistan do not complete secondary school, this reduces their employment chances compared to their male peers resulting social consequences. The project will promote competency-based education preparing the student for an active economic and social life. The project will also train teachers and trainers resulting in higher quality of education and thus better skilled graduates. This will open new opportunities for professional development of youth and adults and facilitate their employment in the job market leading to better economic and social conditions for their families and communities.

338. The project will also lead to learning and cultural change in the target districts. The Project provides opportunities for students to learn how to reflect upon their own values, and how they affect lifestyle choices. It would also provide opportunities for students to develop knowledge, skills, and values appropriate to help create a fairer and less troubled world for their families, communities, and society.

339. Environmental Sustainability: The project intends to conduct an environmental and social impact assessment and to develop the associated management plan. The project's environmental sustainability will depend on how the various environmental factors identified are addressed and managed during the construction and the commissioning phases of the project. Regarding the climate risk impact on the sustainability of the project, the various climate related risks identified are abatable and can be sufficiently addressed if the proposed response options are carefully considered and implemented.

340. The project is expected to have moderate to low negative environmental impacts during the different phases of the project associated infrastructures. However, effort needs to be made to ensure that environmentally responsible options are proposed as part of the project to address and support ecological restoration. The project's detailed Environment Impact Assessment Study and Management Plan to be developed for the project will be examined and assessed by the PSC to ascertain its scope and relevance for the various project phases. This would further include identification of all measures to avoid and mitigate environmental impacts during construction as well as operation phases of the project.

341. Institutionally, state ecological expertise for all investment projects is the responsibility of the Committee on Environmental Protection under the Government of Tajikistan and its regional offices. The legislation on environmental protection and ecological expertise states that the government is responsible for approving a list of activities for which a full environmental impact assessment is mandatory. In the

27. World Bank Group, 2017, Jobs Diagnostic Tajikistan

case of education projects, the current environmental impact assessment system does not provide for any preliminary assessment of the project to make decisions on the need for an EIA or to define the scope of the issues raised and the content of the EIA materials as specific procedural steps.

342. Operational Sustainability: The sustainability of schools under the project depends largely on the regular district budgetary allocations for both routine and periodic maintenance. The Government of Tajikistan envisages necessary allocations for maintenance and sustainable operation of the schools/education facilities.

343. The project will address the needs for training of teachers 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 that student centered classroom practices are improved. They will ensure the sustainability of the soft activities under the project.

344. 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 be increased due to growing demand. The project supervision consultant and civil works contactors will be required to explore alternative solutions.

J. Project Justification

1. Technical Feasibility:

345. The civil works under the project are small size operations and the local contractors can handle them. This has been witnessed under the earlier projects funded by the Bank in Tajikistan. The project is expected to be completed within the project implementation plan and will not need an extension of the gestation period. This is mainly due to the time needed for completion of the procurement activities and civil works. The available experience and technologies in the country are sufficient for completion of the civil works.

346. As regards the equipment and furniture, the project supervision consultant and PIG will support the MoES in preparation of the technical specification of the equipment and furniture. This will lead to timely completion of the procurement activities and delivery of equipment/ furniture.

347. For the soft components, the Ministry of Education and Science has agreed to assign it to UNICEF. Since UNICEF has professional team in the field which are familiar with the education sector of Tajikistan. There are no technical issues with implementation of the soft components of the project. Furthermore, the project supervision consultant and the PIG will ensure effective and timely management of the project activities within the expected time and budget. Therefore, it is expected that the project will not face any technical issues.

2. Economic and Financial Analysis:

Economic Analysis

348. There is a worldwide consensus that education contributes to economic development and brings substantial returns in terms of poverty reduction and economic growth. Educated people have higher income earning potential and can improve the quality of their lives.

349. In Tajikistan, education is positively correlated with the employment outcomes. This means that success in the labor market is higher for the more educated population. Also, more educated people tend to secure their employment in a more favorable environment, such as the public sector. This indicates that the education sector in Tajikistan is functioning to prepare their learners for the world of work.

350. 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. 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, digital infrastructure, and 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. This will be complemented by project soft components pertaining to curriculum, assessment and teacher professional development that contributes to quality of teaching, improvement of assessment methodologies and classroom practices. This project will contribute to strengthening of the competency-based education (CBE) and curriculum revision 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.

351. There has been enough evidence that the cognitive and non-cognitive skills developed in school form the basis for future learning and labor market success.

Availability of skilled labor forces in the current increasingly competitive world is essential for economic prosperity of the country. Skillful human resources are the core elements of economic success of developed and emerging economies.

Financial Analysis[28]:

352. Tajikistan population is expected to increase by a cumulative 20.7% between 2021 and 2030, implying a significant increase in education spending. In 2019, education spending amounted to 5.4% of GDP, or 17.8% of total government spending, among the largest shares of public spending. Education spending relies heavily on revenues transferred to and collected by sub-national governments. The government budget for the education sector has grown from 990.0 million somoni in 2010 to 4,429.7 million somoni in 2020, with an annual growth averaging 16.9% in nominal terms during this period. Even after adjusting for inflation, annual growth of education spending averages 10.7%, except for a drop of 3.5% in 2020 due to COVID-19 pandemic. Public spending on education reaches 5.4% of GDP and 20% of total spending. Education spending expanded from 16.7% of general government budget in 2010 to 17.5% in 2015 and 18.1% in 2020. Education was the largest recipient of public resources until 2014 and has fallen behind energy sector spending in the past six years.

353. To keep up with the enrollment rate, the teaching workforce in the education sector grew from 112,343 teachers to 155,204, or by 38.2%, from 2010 to 2019. Accordingly, total spending on workers' wage bill has also grown by 19.5% annually on average during 2010-2020. The share of the wage bill in total education spending expanded significantly, from 46.1% in 2010 to 57.6% in 2020. In the 2019-2020 academic year, the wage bill accounted for 69.7% of total school spending and 55.7% of the total spending of preschool institutions. The rising cost of the growing workforce in the education sector, without a commensurate increase in the total education budget, has led to a reduction of discretionary non-wage spending by educational institutions in the past eleven years. Allocations for capital expenditures are insufficient to keep pace with demographic pressure and rising infrastructure needs, particularly in preschool and general secondary education. Public spending on capital needs has grown from 212.4 million somoni in 2010 to 426.4 million somoni in 2019 and accounted for 10% of the sector's total budget in 2019.

354. The introduction of a per-capita financing mechanism, first in general secondary education, then in preschool education, has been a success. The PCF mechanism resulted in the more equitable allocation of public expenditures among schools. Currently, the normative (or per-capita) budget accounts for about 85-90% of total spending in general secondary education and preschool education. However,

28. The data under this section are extracted from the World Bank and UNICEF reports.

there is room for further improvement in the PCF mechanism. Currently, the PCF formula for schools and kindergartens does not account for vulnerable children with special needs. Normative or per-capita expenditure allocations per child and per school have grown by 130% (inflation-adjusted) from 2011-2020. The largest (52%) year-on-year nominal increase in per-child and per-school allocations was in 2013, while the lowest (2% each) nominal increase was recorded in 2018 and 2020. In 2020, 93.6% of school budgets were financed by Sub-National Governments (excluding externally financed and special funds). Since normative unit costs comprise up to 85% of school budgets and up to 90% of preschool budgets, it is imperative that they are financed in full.

355. The estimated high cost of key reforms will require revisiting the implementation timeline of transitioning to 12-year schooling and improving preschool coverage rates in line with the NDS-2030 targets. Irrespective of the confirmed transition scenario, sufficient resources will be needed to fund both the setup and operational costs. These reforms will require building the required infrastructure to accommodate 204,903 children at the age of 6. Initial cost estimations undertaken by UNICEF indicate that the total additional cost of transition over a six-year period will be around US$ 330 million (or around US$ 66 million per year, which is equivalent to about 18% of total education budget for 2020). In preschool education, improving coverage rates from 15.9% of children aged 3-6 in 2019 to 50% in 2030 will require at least US$ 50 million. If population growth is considered, then the approximate cost of expanding preschool coverage in line with the NDS-2030 target will exceed US$ 65 million. As a comparison, this financing need exceeds the 2020 preschool budget by 2.3 times.

356. Approximately 85% of annual school budgets and 90% of preschool budgets are derived from normative spending based on per-child and per-institution expenditures. The remaining funds constitute capital expenditures, which are not transferred over to public accounts of educational institutions and sit outside their normative spending. Weak revenue planning by SNGs and the lack of a robust mechanism to compensate for insufficient revenues affects the quality of expenditure planning and exposes the education budget to the risk of underfunding. Tax revenue performance at the sub-national level, especially shared revenues from corporate income taxes (CIT) and value added taxes (VAT), is volatile and difficult to predict on a small regional scale. In turn, this negatively affects the financing of education spending, especially non-statutory normative expenditure lines.

357. Inter-governmental fiscal transfers (IGFTs) do not guarantee full financing of non-wage normative budgets of educational institutions. The most notable examples of IGFTs in Tajikistan's budgeting system include subventions and donations, but neither is specifically earmarked to cover the financing gap of

normative budgets in the education sector, except for worker salary, which is a statutory expenditure line. For instance, total subventions received by SNGs in 2020 equaled 34.6% of the total wage bill in the sector. These cash transfers fill the wage gap, not only in education, but in other sectors as well. This lack of cover stretches SNGs' budgets and could leave sector policy mandates or reform activities unfunded. Thus, IGFTs from the republican budget should be used to support not just the wage bill, but the non-wage normative budgets in the education sector as well. This could reduce the dependency of the normative budgets of educational institutions on the revenue performance of SNGs and ensure full and guaranteed disbursements of funds for schools and preschool institutions as approved.

358. Although the proportion of privately-owned schools is relatively low, private investment is often used to finance public sector infrastructure in general secondary education. In 2019, 44.4% of the 32,560 new seats in Tajikistan were created with support from local entrepreneurs and local communities. In total, 72 out of 130 new school buildings were constructed via non-state investment. In total, off-budget resources through private entrepreneurs and local communities comprise 28.6% of the total cost of new construction in general secondary education. The private sector financed 28.6% of the total cost of new construction in general secondary education, except in Soghd oblast and Dushanbe, which are financially independent and do not rely on cash transfers from the republican budget. Average household spending per month on education services increased to 1.6% of household average monthly expenditure in 2019, compared to 1.2% in 2015 and 0.6% in 2010.

359. In addition to the state budget allocations, educational institutions of all levels generate revenues to support their core operations. In 2019, revenues from alternative sources of educational institutions (1,031.3 million somoni) helped finance 21.4% of the total education budget. Educational institutions located in sub-national municipalities that are not reliant on IGFTs from the republican budget have a higher average share of their budgets financed through own revenues. Parental fees comprised 59.3% of all revenues generated by state preschool institutions in 2019. In preschool and general secondary education, special funds often include parental fees and other services, which can replenish up to 35% of annual preschool budgets and up to 10% of annual school budgets.

360. The quality and efficiency of public education may suffer significantly if non-salary expenditures continue to shrink further. While the total inflation-adjusted wage bill in general secondary education has nearly doubled from 2010-2020, normative unit costs per student and per institution increased by a much lesser margin (130%). In turn, this resulted in the expansion of the wage bill as a proportion of the total per-capita budget and the reduction of non-salary discretionary resources available to schools from 60.5% to 55.9% of their total per-capita budgets.

361. To achieve its goals for the education sector, the government must minimize its budgetary exposure to future economic shocks and safeguard the implementation of reforms. The authorities should estimate the cost of the policy changes proposed by the National Strategy for Education Development by 2030 and envisage different financing scenarios for different macro-fiscal outlooks, reform options, and implementation schedules. If the transition to a 12-year education model is confirmed, the government will need to develop a detailed and costed action plan and realistically assess the country's capacity to implement it within the given timeframe. It may not be feasible to implement the transition to a 12-year education model while also achieving a 50% increase in preschool enrollment by 2030.

K. Conditions of Financing

362. Terms and conditions of the IsDB financing is provided in Annex-14.

ANNEX-1

Results Framework and Monitoring (Results Based Logical Framework)

Project Contribution to the IsDBG Strategy Map (Level 2 Results)		
Core Sector Indicators (Outcomes and Outputs)	Targets	Source
3000: No of Students Benefitted	17,736 (2029)	PCR reports of EA and IsDB/ GOED reports
3200: Educational Institutions Built, Upgraded or Equipped	53 (2029)	PCR reports of EA and IsDB
3300 Teachers/Faculty/staff trained (number)	1,000 (2029)	PCR report of EA and IsDB

IMPACT – Creation of an effective education system that provides inclusive and equal opportunities and contributes to the development of abilities, intellectual development, employment, and improvement of the general well-being of the population of the Republic of Tajikistan (NEDS, 2030).

The Project Objective (PDO) is to improve the learning environment and facilitate system strengthening for sustainable implementation of an inclusive competency-based education system to improve student learning outcomes in Tajikistan.

Outcome	Performance Indicator/s	Target	Data Source	Responsibility
CSI No. 3000: Provision of access to new student friendly schools equipped with laboratory equipment and furniture and digital infrastructure	Number of students	17,736	Project progress reports	The EA, Consultancy Pool, PSC & IsDB
CSI No. 3300: Working system of preparing current and future teachers for implementing CBE curriculum and facilitating their further professional learning	Number of teachers involved in continuous professional learning programs (gender targets)	1000 Target: Year 4 [No intermediate target as institutionalization of CPL is not over by the end of Year 2]		

The system of national competency-based summative assessment Initiated	MoES-produced implementation and costing plans of regular national summative assessments	-Medium-to-long-term implementation and costing plans for national summative assessments and EMIS to collect, store, and analyze summative assessment data Target: Year 4. [Intermediate target, end of Year 2: The process of NLA development and implementation is costed and written up, as part of the pilot.]		
System of school level CBE based summative assessment initiated	MoES produced implementation and costing plans for integration of competency-based summative assessment into TLMs and teaching CPL	-Medium to long term implementation plans for integration of summative assessment into TLMs for all grades for at lease 5 subjects -Medium to long term implementation and costing plans for integration of summative assessment into teachers CPL for at least 5 subjects Target: Year 4. [Intermediate target, end of Year 2: The process of summative assessment		

		development for TLMs and CPL is costed and written up, as part of the pilot.]		
Improved curriculum and content development system	Development of upstream curriculum policy framework, creation of curriculum Unit Department and Training of its staff	Curriculum framework Doc. & department is created & endorsed		
CSI No. 3200: Construction & equipping of Schools	Number of Schools/Education Admin Buildings	53	Project progress reports	EA PSC Consultancy Pool IsDB
Establishment of Curriculum Unit/Department	One	One		
National competency-based curriculum framework developed	National competency- based curriculum Framework	One		
CBE aligned instructional materials for teaching Math and Tajik language developed	Two instructional materials	Two		
Revised curriculum for grades 10-11 in math and Tajik Language developed	Number of Revised curriculums	Four revised textbooks (2 Tajik and 2 Math) subject & core competencies Target: Year 4. [Intermediate target, end of Year 2: Pilot the new sets of Tajik and maths learning materials for grades 6 -		

		11 in the project pilot schools aligned with the new CPL model.]		
Functional review of national summative assessment	Functional review document on national summative assessment produced and approved/agreed upon by relevant national stakeholders	One Target: Year 1		
National Summative Assessment Guideline developed	National Summative Assessment Guide, produced, approved by MoES and shared with relevant responsible agencies	MoES guide on national summative assessment Target: Year 2 (result of 1-year activity)		
National summative assessments for mathematics and Tajik language for one selected grade developed	National summative assessment for mathematics and for Tajik language, developed, field-tested, and approved by the national education system	One national summative assessment (for one grade) in math and one for Tajik language Target: Year 4. [Intermediate target, Year 3: Pilot NLAs for math and Tajik are designed]	Project progress reports	EA PSC Consultancy Pool
EMIS accommodate national assessment data collection and storage	Pilot national assessment data for mathematics and Tajik language, accurately collected and stored in EMIS, available for analysis by national stakeholders	Two datasets (one for math and one for Tajik language) accurately collected, stored and analyzed by national stakeholders		

		Target: Year 4 (result of 1-year activity)		IsDB
National specialists prepared to design national summative assessments	National specialists actively engaged in the ongoing process of capacity building	15 national specialists trained on national summative assessment design (disaggregated by gender) Target: Year 4. [Intermediate target, Year 3: national specialists independently design competency based NLA items consistent with the new CBE curricula]		
School-level Competency-based Summative Assessment Guide	School-level Competency-based Summative Assessment Guide, produced, approved by MoES and shared with relevant responsible agencies	MoES endorsed Guide on school-level competency based summative assessment Target: Year 2 (result of 1-year activity)		
Portfolio of sample school-level summative assessment for selected subjects and grades	A portfolio of sample school-level summative assessments for selected subjects & grades, jointly developed with relevant national stakeholders, field-tested and approved by the national education system	Portfolio of at least 40 summative assessments across selected subjects and grades Target: Year 4 (result of 1.5-year long activity)		
Blended CPL course for teachers on competency-based summative assessment	Modules of a blended CPL course for teachers, on	Two modules on school level competency-based summative	Project progress reports	

	competency-based school-level summative assessment	assessment, part of a blended CPL course for subject teachers Target: Year 4 (result of 1-year activity)		The EA Consultancy Pool PSC UNICEF IsDB
Revised model for teacher preparation programs developed in line with existing frameworks	Model is approved by MoES and recommended for revision of teacher preparation programs	Initiated the revision of teacher preparation programs Target: Year 2	Reports of MoES and university degrees	
Model for teacher preparation program developed	Model is produced and available to all the stakeholders	One functional revision Target: Year 1		
A sample program for future teachers of math or Tajik based on the developed model	The program is produced and available to all the stakeholders	One revised program Target: Year 2		
Blended versions of courses on " methodology of teaching math" and "Methodology of teaching Tajik" developed	New syllabi for the courses, online versions of the courses, and 30 university teachers deliver revised courses	Two new course syllabi available, two courses available on the online platform, 30 university teachers trained to deliver the courses (disaggregated by gender) Target: Year 4 [Intermediate target, end of Year 2: review of the two courses is available]		
New organization of pedagogical practicum developed	The new model of pedagogical practicum is endorsed and	Teacher preparation programs adopted the new model		

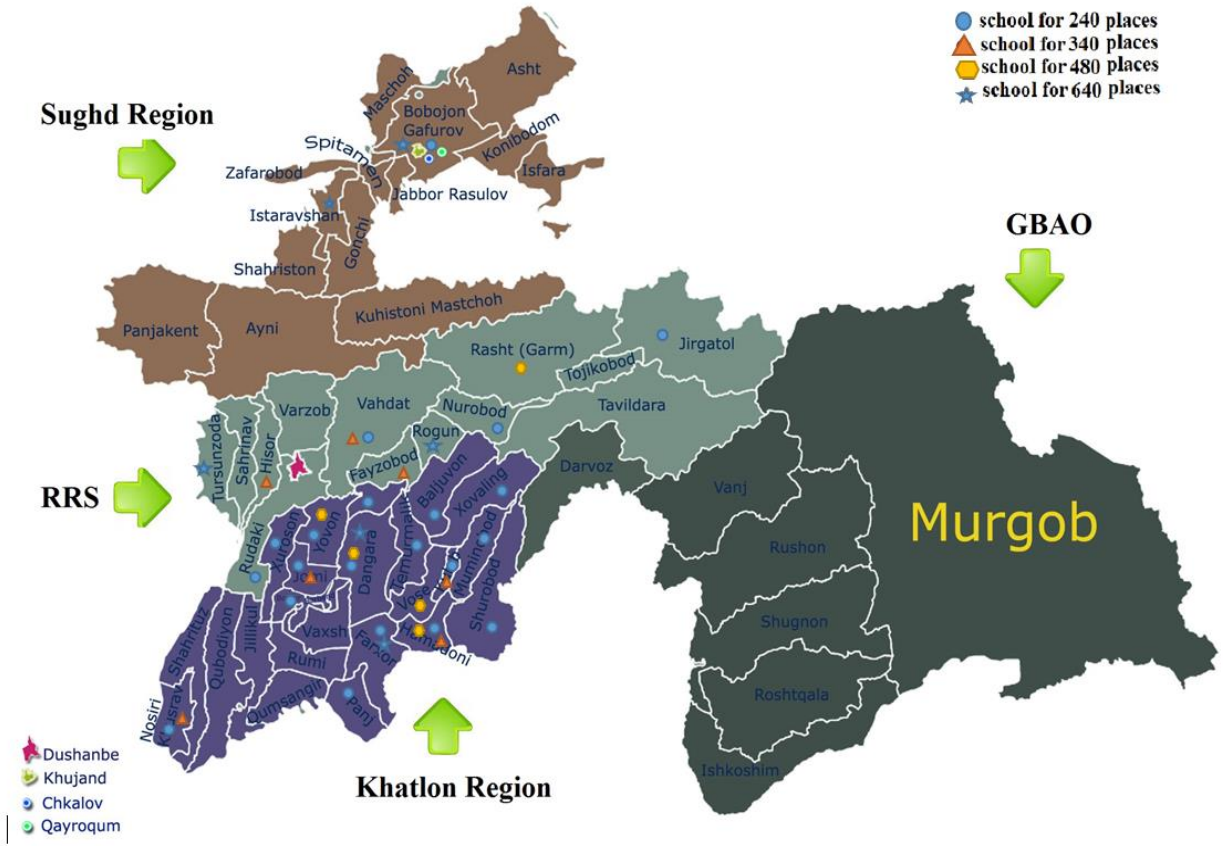
	used in pre-service teacher training	Target: Year 4 [Intermediate target, end of Year 2: at least 5 higher education institution preparing future teachers are trialing the new model]		
Team of national experts on the model of pedagogical practicum created	At least 60 university teachers and 300 schoolteachers have been trained by the national experts	60 university teachers and 300 school-teachers trained (disaggregated by gender) Target: Year 4 [Intermediate target, end of Year 3: 30 university teachers and 150 school teachers working with the new model]	Project progress reports	The EA Consultancy Pool PSC UNICEF IsDB
Suite of courses in blended format to support CPL	Modular courses in blended format are developed and approved for 50% of RITTI curriculum	RITTI offers 50% of its courses as modular courses in blended format Target: Year 4 [Intermediate target, end of Year 2: template for modular programs in blended format is available]		
Template for modular program s in blended format developed	Review of current course syllabi and Template for modular	One review One template Target: Year 2		

	program s for subject teachers			
Modular programs in blended format for teachers of Math and Tajik Language developed	Two modular program s in blended format	-Two modular program s in blended format - A team of 20 experts (disaggregated by gender) Target: Year 4 [Intermediate target, end of Year 3: blended programs for teachers of math and Tajik have been piloted]		
Continuous professional learning replaces the three-year professional development cycle	The CPL model is endorsed and used for teacher professional development	CPL is an accepted professional development plan Target: Year 4 [Intermediate target, end of Year 2: MoES has announced the plan to move to CPL]		
MoES system is created for adapting teacher training courses to the CPL model	Restructuring plan for the agencies involved in teacher support and Database for informing course revision and Costing of the CPL model	One restructuring plan One database One financial model Target: Year 2		
Key Activities:				Inputs:
○ Civil works ○ Procurement of equipment and furniture **(a)** Curriculum Reforms i) Establishment of curriculum department				<u>Resources:</u> IsDB: US$ 45 million

ii) Development of curriculum upstream policy document iii) Change to national CBE based curriculum framework iv) Revision of curriculum of the selected courses and grades v) Validating revised curriculums for the subjects vi) Development of teaching and learning materials in line with the revised subjects **(b) Reform in learning assessment system** -Carry out a functional review of national and school based summative assessment - Draft guide on national summative assessment for math and Tajiki language for one stage and sample school based summative assessment for selected grades and subjects -Build up national capacity in design of national summative assessment and analysis and interpretation of resulting data -Develop a blended CPL course for teachers on competency-based summative assessment **(c) Teacher Professional Development** -Revision of teacher preparation programs in line with existing policy frameworks -Revision of pre-service education courses om methodology of teaching math and Tajik language -Revision of the approach to organizing pedagogical practicum of university students -Development of modular in-service education courses in blended format supporting CPL of teachers -**Project management** i)Recruitment of the project supervision consultant ii) Recruitment of financial auditing consultant iii) Startup workshop iv) Mid-term review meeting of the Project V) Establishment of PIG	GPE: US$ 25 million OFID: US$ 8 million GOT: US$ 8 million Total cost: US$ 86 million

ANNEX-2

Project Location Map(s)



ANNEX-3

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

Donor name	Major interventions	Financial scale (US$ Million)	Years covered
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
	Joint IsDB-GPE Project for support to Implementation of NEDS of Tajikistan	46	05/11/2024
	Vocational Education Project in The Mountainous Regions of Tajikistan	19.15	15 November 2026
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	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	
GPE Secretariat	FTI-1	18.25	Completed (2006-2010)
	FTI-2	13.5	Completed (2010-213)
	FTI-3	16.2	Completed (2013-2017)
	GPE-4		Completed
	System Capacity	2.6	Ongoing
	Joint IsDB-GPE Project for support to implementation of NEDS of Tajikistan	46	05/11/2024

ANNEX-4

Country and Sector Context / Background

The Republic of Tajikistan is a least developed and landlocked country located in Central Asia with 95% of its 143,100 km2 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.

Tajikistan has a total population of about 10 million in 2022. The majority of the population falls within the 15-64 age group. Tajikistan is ranked 125 out of 189 countries in the Human Development Index (HDI) 2019 with a score of 0.668, putting the country in the medium human development category. In the WEF's Global Competitiveness Report, Tajikistan is the 104 most competitive country in the world. Tajikistan is a least developed member country according to the IsDB country assessment category and therefore, the country is a recipient of the IsDB concessional loan and grant resources.

The economy is estimated to grow by 9.2% in 2021 compared to 4.39% in 2020. In 2022, growth is projected to increase to 2.5%. Meanwhile, annual inflation is estimated to rise from 8.58% in 2020 to 8.714% in 2021 before increasing to 10% in 2022.

General government gross debt declined from 50.444% of GDP in 2020 to 46.461% in 2021, but it is expected to rise to 53.668% in 2022. On the other hand, total foreign debt has decreased from US$ 6.798 billion in 2020 to US$ 6.727 billion in 2021. It is projected to increase in 2022 to US$ 7.09 billion. The budget deficit narrowed to 2.1% of GDP in 2021 compared to 4.4% in 2020 before reaching 2.6% in 2022.

The current account surplus reached 4.13% of GDP in 2020 and is projected to reach 1.392% in 2022. Total international reserves stood at US$ 2.25 billion in 2020. However, it is projected to increase to US$ 2.928 billion in 2022.

Over the past decade, Tajikistan has made steady progress reducing poverty and growing its economy. Between 2000 and 2021, the poverty rate, measured by national poverty line, fell from 83% of the population to an estimated 26.5% while the economy grew at an average rate of 7% per year. However, the rate of job creation has not kept pace with the growing population, leaving the economy vulnerable to external shocks, while the role of the private sector in the economy remained limited. Non-monetary poverty indicators in rural areas remained high, with only 36% of the population in rural regions having access to safe drinking water.

In June 2016, Tajikistan launched its National Development Strategy 2016-2030, which aims to achieve four major objectives: a) ensuring energy security and promotion of efficient use of energy; b) moving from a deadlock to a transit country; c) ensuring food security and improving public access to quality food; d) expansion of productive employment. The National Development Strategy (NDS)-2030 sets a target of increasing domestic incomes by up to 3.5 times by 2030 and reducing poverty by half. The founding principles of the strategy include: a) measures to prevent the vulnerability of the future economic growth; b) efficient use of national resources; c) innovation and development in all areas of socio-economic development of the country. Its implementation will be done in three phases: the first phase (2016-2020) – transition to a new model of economic

growth, investment, increase production aimed at export and import; the second phase (2021-2025) – rapid growth of investment; the third phase (2026-2030) – transition from industrialized growth strategies to diversified production and knowledge-based innovation. The NDS 2030 requires US$ 118 billion for full implementation.

Tajikistan has a considerable potential in generating and exporting clean, renewable energy and thus contributing to the global climate change agenda. The construction of the 3,600 MW Rogun Hydropower Plant is the de facto centerpiece of the Strategy. Upon full commissioning in 2032, the Government envisages the Rogun HPP to significantly boost hydropower exports and remove energy shortages, contributing to growth, government revenue, and, hence, poverty reduction. Further, the achievement of NDS would require Tajikistan to transform its current growth model and give the private sector more opportunities to invest, create jobs and contribute to innovation and growth.

The possible challenges for implementation of the above strategy are lack of financial resources and low level of investments, marginalized economy due to its geographic position and effective governance. Successful commissioning of the Rogun HPP could spur growth. However, to realize that Tajikistan needs to surmount several short and long-term challenges, including the mobilization of financing to complete the Rogun construction and cross-border transmission lines for exports, risks of debt distress, macroeconomic management, youth unemployment, fragility and climate change, and other macroeconomic issues.

Tajikistan's high vulnerability to climate change and natural disasters represents an additional challenge to successful economic management. Between 1992 and 2016, natural and climate-related disasters caused GDP losses of around US$ 1.8 billion, affecting almost 7 million people.

With the pandemic outbreak, the long-term plans of the Government were suspended since the bulk of its efforts, both financial and physical, have been diverted to curb the devastating effect of the spreading coronavirus and its subsequent implications. Tajikistan has endorsed its anti-crisis program in early April 2020. Social protection measures were adopted, and subsidies and food baskets provided to the most vulnerable part of population. Due to huge pressure on the national budget, the IMF, WB and G20 endorsed the Debt Service Suspension Initiative (aka DSSI) in April 2020. It grants debt-service suspension to the poorest countries to help them manage the severe impact of the COVID-19 pandemic, given the strained budget and urgent balance of payments needs. Tajikistan has benefited from that decision, which helped the country to delay the payments dedicated for 2020 to its bilateral partners.

The economy has been experiencing a fast recovery in 2021. A sharp increase in precious metal exports, recovery in remittance inflows, and a pickup in private investment and consumption supported this rebound. However, the labor market remained weak and food insecurity more prevalent compared to pre-pandemic levels. In addition, in 2022, the economy faced a new set of challenges due to the war in Ukraine. As per World Bank, in 2022, Tajikistan's economy is expected to contract by about 2% as result of the war in Ukraine. The main driver of this contraction is a projected 40% fall in remittances, which is expected to lead to sharply lower private consumption and investment. Other factors, including high prices, disruptions to trade, and the financial system, are also expected to contribute to the contraction. Other risks include the re-emergence of new pandemic waves, new border conflicts with the Kyrgyz Republic, and the spillover of security risks

from Afghanistan. In addition, institutional challenges to private sector development and job creation weigh heavily on the country's growth prospects.

The poverty rate is expected to increase. The contraction of the economy and the new tax code, introduced at the beginning of the year are expected to lower tax revenues. This, along with an anticipated anti-crisis response spending, is projected to increase the fiscal deficit in coming year.

The economic and social indicators of the country is provided in the table below:

Socio-economic Indicators of Tajikistan

Economic Indicators and Structure	Source	2018	2019	2020	2021	2022
Real GDP growth (% change)	IMF-WEO	7.6	7.4	4.4	9.2	2.5
Current GDP (US$ billion)	IMF WEO	7.8	8.3	8.1	8.5	7.8
Current GDP per capita (US$)	IMF WEO	852.3	893.3	858.4	877.6	795
Real GDP per capita, growth (% change)	IMF WEO	5.4	5.3	2.4	7.1	0.6
Agriculture, forestry, and fishing, value added (% of GDP)	WB WDI	19.8	20.9	24.0	..	..
Services, value added (% of GDP)	WB WDI	36.7	37.1	35.3	..	..
Industry (including construction), value added (% of GDP)	WB WDI	34.4	33.1	33.8	..	..
Manufacturing, value added (% of GDP)	WB WDI	13.2	13.4	15.6	..	..
Gross national savings (% of GDP)	IMF WEO	15.8	15.9	20.8	20.0	15.5
Total investment (% of GDP)	IMF WEO	20.7	18.1	16.7	17.2	16.9
Inflation, average consumer prices (% change)	IMF WEO	3.8	7.8	8.6	8.7	10.0
		Trade and Balance of Payments				
Exports of goods and services (current US$ billion)	WB WDI	1.1	1.2	1.4	..	..
Exports of goods and services (% of GDP)	WB WDI	14.4	15.0	17.3	..	..
Export diversification (score 0 to 1)	UNCTAD	0.835	0.823	0.831	0.751	..
Imports of goods and services (current US$ billion)	WB WDI	3.2	3.4	3.1	..	..
Imports of goods and services (% of GDP)	WB WDI	41.5	41.1	38.4	..	..
Current account balance (US$ billion)	IMF WEO	-0.4	-0.2	0.3	0.2	-0.1
Current account balance (% of GDP)	IMF WEO	-4.9	-2.2	4.1	2.8	-1.4
International reserves (US$ billion)	EIU	1.3	1.5	2.3	2.6	2.9
International reserves (% of Total foreign debt)	EIU	21.1	22.1	33.1	38.6	41.3

		External Debt and Government Finances				
Total foreign debt (US$ billion)	EIU	6.1	6.6	6.8	6.7	7.1
Total foreign debt (% of Exports G&S)	EIU	125.7	127.6	132.3	95.9	94.2
Interest on foreign debt paid (% of Exports G&S)	EIU	3.2	2.9	3.3	1.7	2.0
General government gross debt (% of GDP)	IMF WEO	46.3	43.1	50.4	46.5	53.7
Budget balance (% of GDP)	EIU	-0.4	-0.4	-4.4	-2.1	-2.6
General government revenue (% of GDP)	IMF WEO	28.2	26.8	24.8	25.1	24.9
General government total expenditure (% of GDP)	IMF WEO	30.9	28.8	29.2	27.1	27.9
Foreign debt-service ratio, paid (% of Exports G&S)	EIU	12.1	10.7	17.8	8.2	7.2
		Governance & Competitiveness				
Government effectiveness (score -2.5 to 2.5)	WB WGI	-1.094	-1.049	0.710	..	..
Global Competitiveness Index	WEF	52.178	52.395	..	..	..
Global Competitiveness Index, Institutions pillar	WEF	50.944	51.676	..	..	..
Global Competitiveness Index, Financial system pillar	WEF	125.000	117.000	..	..	..
Global Competitiveness Index, Business dynamism pillar	WEF	53.104	54.808	..	..	..
Global Competitiveness Index, Innovation capability pillar	WEF	27.396	27.963	..	..	..
		Demographics				
Population (million)	UN WPP	9.1	9.3	9.5	9.8	10.0
Population growth (%)	UN WPP	2.27	2.29	2.21	2.17	2.08
Population density (persons per sq. km)	UN WPP	63.8	65.2	66.7	68.1	69.6
Labor force, total (million)	UN ILO	2.4	2.4	2.4	2.5	2.5
Labor force growth (%)	UN ILO	0.7	0.8	1.0	1.7	2.0
Labor force participation rate, total (% of population ages 15-64)	UN ILO	41.3	40.9	40.5	40.3	40.3
Unemployment rate, total (% of total labor force)	UN ILO	7.0	7.1	7.6	7.8	7.7
Life expectancy at birth, total (years)	WB WDI	70.9	71.1	71.3	..	..
Under-5 mortality rate (per 1000 live births)	WB WDI	34.3	33.3	32.3	..	..

Birth rate, crude (per 1,000 people)	WB WDI	30.8	30.0	29.2	..	..
Death rate, crude (per 1,000 people)	WB WDI	4.9	4.8	4.7	..	..
Maternal mortality ratio (per 100,000 live births)	WB WDI	..	..	..	..	..
Human Development Index (Value)	UNDP	0.661	0.668	..	..	..
			Women Empowerment			
Population, female (% of total)	UN WPP	49.7	49.7	49.7	49.7	49.7
School enrollment, primary, female (% gross)	WB WDI	..	..	..	..	..
School enrollment, secondary, female (% gross)	WB WDI	..	..	..	..	..
School enrollment, tertiary, female (% gross)	WB WDI	..	..	..	..	..
Labor force participation rate, female (% of population ages 15-24)	UN ILO	21.4	21.0	20.6	20.7	20.6
Labor force participation rate, female (% of population ages 15-64)	UN ILO	31.3	30.8	30.4	30.2	30.2
Unemployment rate, female (% of female labor force)	UN ILO	5.6	5.6	6.1	6.4	6.3
Gender Development Index (Value)	UNDP	0.823	0.823	..	..	..
Proportion of seats held by women in national parliaments (%)	WB WDI	19.0	19.0	23.8	23.8	..
			Education			
School enrollment, primary (% gross)	WB WDI	..	..	..	..	..
School enrollment, secondary (% gross)	WB WDI	..	..	..	..	..
School enrollment, tertiary (% gross)	WB WDI	..	..	..	..	..
Education expenditure (% of government expenditure)	WB WDI	15.9	18.7	17.8	19.9	..
Education expenditure (% of GDP)	WB WDI	5.6	5.7	..	..	..
			Health			
Fertility rate, total (births per woman)	WB WDI	3.6	3.6	3.5	..	..
People using at least basic drinking water services (% of population)	WB WDI	80.4	81.8	81.9	..	..
People using at least basic sanitation services (% of population)	WB WDI	96.4	96.8	96.8	..	..

Government health expenditure (% of current health expenditure)	WB WDI	27.0	27.3	..	..	..
Domestic private health expenditure (% of current health expenditure)	WB WDI	68.6	71.4	..	..	..
External health expenditure (% of current health expenditure)	WB WDI	4.3	1.3	..	..	..
Current health expenditure (% of GDP)	WB WDI	7.2	7.1	..	..	..
			Energy			
Access to electricity (% of population)	WB WDI	99.3	99.6	99.8	..	..
Access to electricity, rural (% of rural population)	WB WDI	99.3	99.8	100.0	..	..
Access to electricity, urban (% of urban population)	WB WDI	99.2	99.1	99.1	..	..
Investment in energy with private participation (current US$ million)	WB WDI	..	..	..	..	..

* Projected

Sector Context: The National Strategy for Education Development (2030) is an upstream education policy document sets medium and long-term objectives and determines the priority directions for the development of the education system. It defines the strategic priorities of the education sector as follows: (i) Ensuring equality and access to education; (ii) Improving the quality of education; (iii) Increasing financial stability and effectiveness in the education sector; and (iv) Creation of the national professional network of scientific and technical development. The key objectives of the NSED are: (i) Ensuring equal access and participation in education and science at all levels for all throughout the life; (ii) Improving the quality and relevance of education at all levels; and (iii) Strengthening effective governance of the sector. The structure of the education sector in Tajikistan is provided in the Table-2 below:

Table 2: The structure of education in the Republic of Tajikistan

Age	Years/ grades	Levels of education		
1-3	3 years	Preschool education (nursery and preschool groups)		
4-6	3 years			
7-10	1-4 grades	Primary education – 1st level of general secondary education (mandatory)		
11-15	5-9 grades	Basic education – 2nd level of general secondary education (mandatory)		
16-17	10-11 grades	General secondary	Primary professional	Secondary professional education

		education (3rd level, optional)	education	
18-21	4 years	Bachelor's degree		
22-23 (22-24)	2 years (3 years)	Master's degree		
23 years & above	3 years	Doctorate Degree (PhD)		
25 years & above		Continuing education		
		Specialized education		

Preschool Education: The MoES is considering scenarios for transition to 12-year education through the introduction of compulsory one-year preschool education for children aged 6. About 67% of children enrolled in pre-school education are in full-time kindergartens, 32% are in child development centers and 1% are in stationary preschool facilities. The low level of enrolment in pre-school education, except in GBAO, is mainly due to three key factors: (i) Low access, especially in rural areas; (ii) Poor quality of services; and (iii) Poverty level. In 2019, there were 8,299 teachers in state preschool institutions out of which only about 35.3% had a degree in pedagogy. In 2018-2019, there were 2,433 preschool education institutions with 151,896 children. From 2010 to 2019, preschool coverage has more than doubled and continues to expand. In addition to 87% of preschool education services which are provided by state institutions, private fee-based pre-school institutions are also operating in the country.

General Secondary Education: General secondary education in Tajikistan is a priority in terms of geographical coverage and resource allocation. In the 2019-2020, there were 3,884 general secondary educational institutions. Out of the total number of full-time educational institutions, 3,299 (85%) are in rural areas with an enrolment of more than 1.4 million students. 3,127 full-time educational institutions (81%) provide a full cycle of general secondary education (grades 1-11), while 315 schools (9%) offer education only in primary grades (grades 1-4). Enrolment in general secondary educational institutions is high. However, school dropouts before completing education and greater gender differences exist. This results in decreased attendance and a higher dropout rate for girls. In 2019-2020, 47% of girls were enrolled in grades 1- 4, 51% in grades 5-9 and 46% in grades 10-11.

The total number of teachers increased by 30.8% between 2010 and 2018 and reached to 124,593 teachers in 2019-2020. Out of the total number of teachers, 74% (or 92,224 teachers) have higher professional education. Despite the growth in the teaching personnel, there was a slight increase in the average number of students per teacher (from 16.7 in 2010 to 17 in 2019). The Government has developed and implemented measures to train teachers, develop curriculum, ensure compliance with

new teaching standards, and increase remuneration in general secondary education. These measures have contributed to an increase in the number of teachers and their qualifications. However, securing educational institutions with pedagogical personnel is not yet fully addressed, and sometimes ground-based teachers are not familiar with modern teaching methods.

Primary and Secondary Professional Education: The employer needs in Tajikistan for labour and mid-level specialists are extremely important, as they are key to addressing the problem of underemployment and poverty in the country. The main challenge is how to ensure adequately educated/trained workers to meet the needs of the labor market both domestically and abroad. According to the Education Management Information System (EMIS) of the MoES, during the 2018-2019 academic year, 61 Initial Vocational Education and Training (IVET) institutions enrolled 23,385 students who were taught by 2,508 teachers and Master of Vocational Training. In 72 Secondary Vocational Education and Training (SVET) institutions operating in the same academic year (56 state and 16 private educational institutions), enrolment equalled 85,579 students and they were taught by 5,775 teachers.

Among existing educational institutions, 61 IVET are part of the Ministry of Labour, Migration and Employment of the Population (MoLME). Out of 72 educational institutions, 24 are IVET institutions that belong to the Ministry of Education and Science (MoES), 15 to the Ministry of Health and Social Protection of the Population (MoHSP), 6 to the Ministry of Culture, 2 to the Ministry of Agriculture, 2 to the Ministry of Internal Affairs, and one educational institution belongs to the Ministry of Labour, Migration and Employment of the Population (MoLME), the Ministry of Industry and New Technologies, the Ministry of Energy and Water Resources, as well as state unitary enterprises "Tajik Aluminium Plant," "Rogun Hydroelectric Power Plant," the Committee on Youth and Sports Affairs, the Central Committee of the Public Organization for the Defence, and 16 private educational institutions.

To strengthen initial and secondary vocational education and training (IVET and SVET) institutions, new types of educational institutions have been formed by transforming of the vocational-technical schools into professional-technical lyceums and colleges. Primary vocational education departments have been created to provide vocational training. In addition, 9 colleges -structural units of higher educational institutions – are training mid-level specialists. There are 25 adult learning centers (ALCs) with branches and representative offices under the MLMEP. ALCs offer short-term training for individuals of working age, with approximately 50,000 students enrolled each year. In addition, almost all professional and technical lyceums, professional colleges and higher institutions conduct short-term courses (lasting from 1 to 6 months). Under the license of the MoES, about 260 non-state institutions offer short-term training.

During 2011-2018, the growth in the number of students in IVET institutions averaged 11.2% per year. This growth rate is ensured via increasing the number of SVET institutions and the demand of young people, including girls, for medical, pedagogical and culture/arts specialties.

In 2018-2019, 7,400 (58.3%) out of 12,700 graduates of IVET institutions were assigned to specific jobs. Out of these, 23.9% were assigned a job placement in industry, 35% in agriculture, 17.8% in transport, and the remaining 23.3% were assigned to job placements in other sectors. As per EMIS data of the MoES, approximately 50-60% of college graduates are employed in the labour market in pedagogical or medical spheres, 20% continue their studies in higher educational institutions, and 10% choose to serve in the military or other areas.

Higher Professional Education (HPE): As defined by the Government, the goal of the higher education system is to become a tool for the formation of human capital, which will contribute to the economic growth of the country. Higher Professional Education (HPE) allows getting the following degrees: undergraduate (4 years of study), Master's program (2 years) and doctoral studies (3 years). One of the important indicators characterizing the potential of human capital is the gross enrolment ratio (GER) of higher education. The GER of higher education in 2018-2019 was 15.3%. In the 2018-2019, 69.9% of students were enrolled in full-time and 30.1% in correspondence and online programs. The private sector participation in HPE is limited. HPE is facing serious challenges including: (i) HEIs graduates lack the necessary skills for successful work in the labour market. At least 35-40% of specialists, on average, do not meet the labour market requirements; (ii) The quota system of places for certain specialties and the challenge of increasing quotas to meet the growing demand; (iii) Lack of non-governmental and alternative educational services; (iv) Increasing incidence of expelling students due to poor performance (25% of students expelled in 2016-2017); (v) Underdeveloped infrastructure; and (vi) Lack of modern equipment and computers.

Access to Education: In 2018-2019, most of the students attended double-shift schools (82.2%). Only 6.6% attend single-shift schools, and the remaining 5.2% attend three-shift schools. However, the dynamic population growth and the consequent burden on educational institutions often leads to two-shift, and in some cases three-shift and overcrowded classes in schools. The population growth (2.1% per year) will lead to increased occupancy in classes. This leads to issues in the quality-of-service delivery, reduction in the duration of lessons to accommodate 2-3 shifts, sharing of classrooms and furniture by students of different age groups, and lack of extracurricular activities

Children with disabilities: The adoption of the National Concept of inclusive education for children with disabilities had contributed to the creation of conditions for children with disabilities in kindergartens and schools. However, the capacity of preschool institutions to provide services to children with disabilities remains low. The right to education for children with disabilities is recognized and secured by various legislative/regulatory documents, including the NDS (2030). The NDS emphasizes the importance of creating an inclusive education environment. The Government efforts have led to a steady increase in the number of children with disabilities entering general secondary educational institutions by 2.4 times between 2010 and 2018. In the 2019-2020, 5,702 children with disabilities were admitted to general secondary educational institutions. However, children with special educational needs and disabilities continue to face significant challenges. According to a 2016 UNICEF study, social and psychological discrimination and negative perceptions of special needs and disabilities are some of the barriers faced by children with disabilities. Currently, 8,275 children with disabilities are enrolled in various types of specialized educational institutions. Three HEIs are prepared for the admission of people with disabilities. Work is underway in other institutions to admit people with disabilities.

Gender Equality and responsiveness:

During Tajikistan's independence, the Government adopted several laws and regulatory documents which determined the state policy in the area of education. In general, all laws and regulations are aimed at modernizing the education system, achieving equal access to education, addressing gender issues, improving the quality of education, and eliminating poverty by raising the level of education among the population.

Nevertheless, gender disparities continue to exist. The number of girls enrolled in preschool institutions is lower than the number of boys. The share of girls in the total coverage of kindergartens and other pre-school institutions in 2011 and 2019 was 43% and 45%, respectively. Gender equity is less affected in early grades of general secondary education but enrollment and attendance gap starts to widen in higher grades beyond primary education. The gap in gender disparity continues to be large when a student moves on to study in higher grades in general secondary education. While the national average was at 76.0 in 2017, regional differences were significant with GBAO at 95.5 and RRS only at 56.2 (JSR, 2018)

The proportion of female student enrolment in Higher Education Institutions (HEIs) remains relatively low. In 1991-1992, the proportion of females was 34%, whereas, in 2018-2019, the proportion of females increased only slightly to 36.4%. This is one of the problems of higher professional education. The state policy in higher professional education aims at increasing the coverage of women in higher education. Thanks to measures undertaken by the Government, the gender disparity at various levels of education has narrowed. Nevertheless, men still dominate the specialties, which are demanded by the public sector. While females make up 75.3% of total enrolment in HEIs' pedagogical specialties, and 64.8% in Secondary Vocational Education and Training (SVET) institutions, then girls are only represented at 19% in the group of academic specialty "Law" and at 6% in SVET institutions. In the academic specialty "Economics," girls' enrolment stands at less than 28%. The lowest rates for girls' education are observed in the specialty "Agriculture" in HEIs, the number of girls pursuing this specialty stands at only 5%.

While EMIS collects gender disaggregated data on annual basis, the data is not analyzed to provide evidence on gender disparities. The latest data available on gender equity in education is JSR 2018, therefore it is not clear whether situation of with transition rates for girls has improved. Anecdotal evidence suggests that no significant efforts have been taken by the MOES to address the gender gap in preschool, upper secondary and higher education. Gender audit of some books have been conducted by the Academy of Education in 2012, however its results were not used to gender sensitiveness in the existing TLMs. No other gender diagnostics of the education system has been undertaken to inform decision-making on addressing gender related challenges in education.

Financing of the Education Sector: The education sector is financed from various sources: the state budget (all levels), grants, state loans and extra-budgetary resources. Extra-budgetary resources include family contributions, funds from donor organizations, businesses, and own funds of educational institutions from the proceeds of the provision of paid services. The state budgeting reform began in 2009 to improve the budget process, transparency, and efficient use of funds based on special sectoral programs. One of the significant reforms of financing of the education system is the transition of general secondary and preschool educational institutions to per-capita financing. From 2004 to 2011, all general education institutions, regardless of their type and enrollment, gradually transitioned to the financing of educational institutions per child/pupil.

In 2016, for the first time in the history of the education sector of Tajikistan, parental contributions in state educational institutions became subject to regulation at the national level. This allowed to improve real expenditures and increase the share of extra-budgetary resources in preschool education from 19% in 2015-2016 to 34% in 2018-2019. The steady increase in education financing has led to an increase in costs per learner. Costs per learner have become significantly higher in the system of higher professional education (3,164 somonis in 2018), primary professional education (2,612 somonis in 2018) and pre-school education (2,592 somonis in 2018) than in 2010. The lowest cost per learner was in general secondary education (1,226 somonis per student in 2018) and secondary professional education (1,825 somoni per student in 2018).

Despite the steady increase in education funding, financial resource constraint is ever-present and is associated with demographic growth and a gradual increase in financial resource needs. The planned reform – the transition to 12-year general secondary education – will require between 3.8 billion somonis to 5.3 billion somonis in the first 6 years of transition. This indicates that Tajikistan currently needs greater diversification of funding sources and the creation of effective public expenditure mechanisms. It is important to attract private sources of financing at each level of education to ease off fiscal pressure. However, private sector participation in education, especially given the current budgetary constraints, is not well understood. To date, public-private partnership (PPP) based projects in the education sector are practically absent.

In the 2018-2019, 84% of students in IVET institutions were financed through the state budget, while among SVET institutions this number is two times less and amounted to only 35.6%. More than 60% of students in the VET system independently financed their professional education in the respective VET institutions. IVET and SVET has become more financially accessible to applicants. Tuition fees for pursuing studies in various specialties of IVET and SVET institutions are several times lower than in higher education institutions (HEIs), and range, on average, from 400 somoni to 3,000 somoni.

ANNEX-5

Detailed Project Description

The project has the following components:

Component 1: Learning Environment Upgrading: This component will have the following subcomponents:

Sub-Component 1.1 – School infrastructural development

Under this component, the project will improve access to student-friendly education environments equipped with suitable furniture and equipment through construction of 53 school/district education buildings and will supply these institutions with modern equipment and furniture.

All schools will include classrooms, laboratories, computer rooms, teacher's room, the director's office, and administrative office. Other ancillary infrastructures are outdoor toilets provided with running water and sanitation facilities and full privacy, a fire tank, a transformer substation, heating, fencing with gates and landscaping. The external infrastructure and facilities/utilities including road, sewage, water and electricity connection will be provided by the local authorities. The PSC will review the list of schools and equipment and furniture and update them based on the field visits to project sites and the outcomes of the landscape analysis.

The schools were selected based on the following criteria: i) Density of school-age children; ii) Distance to nearest school; iii) Overcrowded class size in existing school; and iv) Number of shifts.

Some of the schools will help to remove the triple-shift schools and replace the obsolete and old buildings.

Sub-Component 1.2: Furniture and laboratory equipment

Under this sub-component, the project will provide the schools to be constructed under the project with suitable furniture, and laboratory facilities. This includes construction of 53 schools and educational administrative buildings. The technical specification of equipment and furniture will be revisited by the Project supervision consultant and the PIG of the project. The list of equipment and technical specification of equipment and furniture will be finalized by the project supervision consultant and approved by the MoES.

Sub-Component 1.3 – Digital infrastructural development.

Under this sub-component, the project will conduct a digital infrastructure and STEM needs assessment in the targeted schools and will identify the schools for digital infrastructure STEM intervention support. The project will equip a computer room in each school to be constructed by the Project. The project will support the provision of digital infrastructure including computers, internet modems, access, and connectivity in selected schools.

Component 2: Improving quality and efficiency of Education Services

Rationale:

The process of Partnership Compact ("Compact") development revealed a number of challenges in implementation of the CBE reform. There is an agreement between development partners and national stakeholders that the reform was not well-planned and phased as needed, therefore institutionalization of many of the previously undertaken initiatives did not fully take place. Compact is built on the understanding that one of the key challenges that has prevented CBE reform from being effectively implemented is the fact that as reform efforts up to this point have been largely project-based, the national institutions and their practices have not changed, preventing full national ownership and institutionalization of the reform, and promoting its high dependency on development partners. Therefore, Compact suggests analyzing and reforming the institutions to accommodate CBE reform and allow for CBE practices to be embedded at every level of the system, replacing the old practices, rather than creating new ones in parallel to those in existence, which does not lead to sustainable reform.

While development of the National Roadmap for CBE implementation has been initiated, it is a long process of review and discussion among a variety of stakeholders. It will be supported by a joint sector review which will inform the process. The results of previous and current projects have provided evidence of the need to change the old systems to allow for new practices in line with CBE and key priority reforms.

This Component will focus on three key aspects of the CBE reform namely the revision of the curriculum (sub-Component 1), improving teacher preparation and professional development systems (sub-component 2), and student assessment (sub-component 3). These three components are closely interlinked with one another and that together, provide the foundation of CBE reform.

A comprehensive, competency-based and MoES-owned national curriculum, implemented through a designated national curriculum structure, provides the foundation for successful CBE reform, and serves as the pillar around which all initiatives and projects are built and to which they are all aligned. This ensures sustainability and internal consistency of the reform efforts.

The implementation of the national curriculum, its principles and values then rest with the teachers. Meaningful integration of the curriculum requires that existing teachers acquire new practices through Continuous Professional Learning programs, and incoming teachers are trained at the tertiary level in accordance with the new national curriculum.

To ensure that the products and processes are accessible to all stakeholders' and inclusive of all student's needs, specific considerations need to be given to integration of principles of Universal Design for Learning and gender-responsiveness. Stakeholders' sensitization on disability inclusion and gender equality, and their capacity building in designing

disability inclusive and gender transformative curriculum, teacher training system and assessment practices will be an added value to achieving a truly competency-based education system.

Finally, meaningful integration of the new national curriculum, including new learning and teaching materials and classroom practices, is not possible without a corresponding system of student assessment. Sustainable reform requires a well-aligned system of curriculum, teaching and assessment. The proposed interventions in each sub-component will start with a functional review to understand the key challenges of the CBE reform, including the key national agency's role, vision and plans for implementation of CBE. The review aims to analyze to what extent the current institutional practices and structures can support CBE, leading to a proposal of how to replace the outdated practices and systems with more effective ones. As a result of functional review, the roles, and responsibilities of the MoES institutions might change to accommodate CBE and the proposed activities will build their capacity to perform their new roles. It will also ensure that the implementation of CBE will move from relying on collections of individual specialists engaged in "working groups" that are eventually dispersed to institutional ownership. With this approach, the key institutions will be able to attract other development partners projects to the reform of the systems, based on the foundation laid by this project.

137. With this approach, the roles of MoES-affiliated agencies will be strengthened not only through the life of the project, but overall, for reform implementation with inbuilt capacity even after the project.

138. All sub-components will also include costing exercises to ensure that MoES builds an understanding of how the internal budgeting processes should be changed to allow for embedding CBE and taking ownership of the reform with internal funds rather than full reliance on development partners.

139. It is expected that the changes in budgeting processes will also be supported through the SCG grant and thus strengthen the capacity of MoES to plan, implement and evaluate reform implementation.

140. Another sustainability measure in some of the project activities is drafting of implementation plans by the respective national agencies. This will also ensure that the system stakeholders see the activities of the reform from the perspective of ownership and long-term planning and implementation.

141. Many of the proposed approaches across the soft component of the project build on the approaches that have been identified as effective and/or MoES-supported in the ongoing phase of the IsDB/ GPE project. Preliminary evidence of the effectiveness of the developed approaches to competency-based TLMs and CPL is briefly described below.

142. While analysis of the midline evaluation of the ongoing IsDB/ GPE project is still in progress, the limited findings available at this writing indicate that the approach to CBE

TLMs shows promise in the opinion of the fifth-grade students using them. Specifically, when responding to questions about the new piloted CBE materials, 96% of the students indicated that they understood the examples and explanations therein, 93% reported liking the materials visually and 98% said they enjoyed working with them. Significantly for the CBE approach, which promotes connection to real life, 88% of students indicated that they found that the new materials were connected to what they could do in real life. Eighty-nine percent of the students said they preferred the new materials to their current textbooks.

143. Likewise, as part of the first pilot of a full new TLM unit, teachers filled out questionnaires, the analysis of which also points to perceived effectiveness of the materials among them and the students. For example, 72% of the teachers said they "liked" the TLMs, and 28% reported they "liked them very much". Seventy-three percent reported that using the TLMs was totally clear to them, and 27% that it was more clear than unclear. Only 4% of teachers stated that they would prefer using the current textbooks instead of the new TLMs, with 52% envisioning the TLMs as effective supplementary material, and 43% suggesting that they should be taken onboard as the main instructional material. To emphasize, this was the result after piloting only one full unit in schools. When comparing, 78% of responding teachers likewise reported preferring the new TLMs to the current textbooks. Finally, in terms of student behaviors consistent with CBE, teachers pointed out almost universally positive response of the students to the following student practices promoted in the new TLMs: peer collaboration (100%), problems involving higher-order thinking (85%), student-led discovery (97%), expressing their own ideas (85%). Overall, 97% of responding teachers reported that students enjoyed their engagement with the new TLMs.

144. While no midline data are available yet to judge the effectiveness of the CPL model, anecdotal evidence suggests that local professionals are finding it useful. Mentors from pilot schools regularly report that the new model helps them support teachers. RITTI and RTMC working group members regularly use the CPL Methodology[29] in their activities in the pilot regions. RTMC has included four CPL Methodology based topics into the program for the upcoming August seminars for teachers across Tajikistan, thus making a step towards scaling up the initiatives originated within the project. The heads of the RITTI and RTMC have expressed a wish to make a joint presentation to DCC/LEG members on their vision for the transition from teacher training to teacher learning[30].

The Theory of Change

The key feature of the project implementation approach is collaboration with a dedicated national agency. It is suggested that the activities of the project are discussed and finalized together with the national partner to ensure that they are treated as institutional

29. The CPL Methodology was developed by the project and officially presented by RTMC at the August 2022 project conference. The document is available in Tajik and Russian.

30. Details of the proposed model are available in the project document available here.

rather than project activities. In addition to that, each activity has two types of objectives. One is connected with the development of specific outputs envisaged in the project document and agreed upon with the national partner. The other deals with capacity building of the institutional staff. The time of the project should ensure that local expertise is developed, and the partner is able to further continue with the activity without external support.

The following figure illustrates outcomes of three with their roots in problems, strategic approach, inputs and outputs. Each subcomponent, in the following sections, are introduced with their scope and key deliverables.

Problems	Strategic approach	Inputs	Outputs	Outcomes
Sub-component 2: Curriculum				
-There is no organizational structure to be assigned to undertake responsibility of curriculum from analysis to monitoring -There is not any reliable National Curriculum Framework to act as a reference document -Lack of frameworks, templates, field-tested chapters of CBE-based	-Establishing a well functional curriculum structure to lead curriculum and teaching and learning materials development -Developing an inclusive and gender sensitive national competency-based curriculum -Developing frameworks, guidelines, templates, samples of CBE-based	-Functional review of curriculum development processes, capacity of existing MoES agencies -Capacity building for developing CBE-aligned teaching and learning materials -CBE pillars for developing materials and frameworks	-A well established school of learning materials development - Curriculum Structure -Competent human resources to be able to develop CBE- aligned learning and teaching materials -guidelines, templates, and standards for textbook writers, software developers,	-An integrated system for developing, implementing and testing curriculum system, region and school levels -Capable education system to rollout and implement CBE- oriented curriculum -Available resources for developing needs-based teaching and learning materials

learning materials -Lack of CBE aligned Learning materials for teaching Maths and Tajik	gender-transformative TLMs -Developing CBE-based gender-transformative Tajik and math TLMs and testing them in the pilot schools	-Subject competencies, key competencies, CBE pillars, and inclusive education principles	digital material developers, mentors, illustrators, graphic designers, and teachers -TLMs for Tajik and math	-Camera-ready teaching and learning materials for Tajik and Math
Sub-component 3: Teacher professional development reform				
- Pre-service teacher education is not integrated in CBE reform. - Pre-service and in-service teacher education are not systematically aligned with CBE curriculum - In-service teacher training is not informed by teachers' needs - In-service teacher training is rare and not accessible to all teachers.	- Involvement of pre-service sector in CBE reform -Transition from in-service teacher training to continuous professional learning - Agreed framework for transition from teacher training to teacher learning	-Revision of teacher preparation programs -Launch of the new pedagogical practicum model - Ongoing capacity building for national partners to ensure consistent use of the agreed framework -Development of modular courses in	- Revised model of teacher preparation programs -Revised programs and courses -CBE aligned pedagogical practicum -CPL model for teacher professional development - Modular programs for teachers of math and Tajik	-Novice teachers ready to implement CBE curriculum -Working system of school-based support for teacher learning - Consistent use of the CPL model in all projects dealing with teacher professional development.

- Development partners pull affiliated agencies in different directions to meet the needs of own projects		blended format		
Sub-component 4: Learning Assessments & Achievement Monitoring				
-There is no functional system of national assessment in secondary education -School-level summative assessment lacks systematic approach -Secondary education system is not informed by data on student achievement	-Introduction of reliable competency-based summative assessment approaches and systems at national and school levels -Integration of assessment results into MoES planning	-Functional review of existing summative assessment practice -Design and field-testing of NLAs & school-based CBE-aligned summative assessments - National capacity building and CPL on summative assessment	-Summative assessment frameworks & guides -Piloted national & school-based CBE aligned summative assessments -Functional EMIS -National experts and teachers competent in summative assessment	Initiated functional systems of: -national competency-based summative assessment -school-level competency-based summative assessment

Sub-component 1: CBE based Curriculum reform and upgrade

The curriculum sub-component includes the following activity areas:

1. Develop curriculum structure/unit/department
2. School of learning materials development
3. Developed inclusive gender-sensitive national competency-based curriculum framework
4. CBE aligned gender transformative instructional materials for teaching Math and Tajik

5. Revised curriculum for grades 10-11

Develop curriculum structure. In collaboration with relevant MoES agency/-ies, a functional review of curriculum development processes, capacity of existing agencies for analyzing (context and learners), designing, developing, implementing, and monitoring and evaluation, and leading internal and external agencies will be conducted. This review will consider inclusivity, learning opportunities for challenged and disabled learners, and gender balance. Additionally, the curriculum system readiness for undertaking blended learning modality will be reviewed. The important outcome of p this functional review is reaching out to a conceptual and procedural curriculum structure that can undertake responsibilities of leading strategies and action plans inline with system transformation policies, inclusive national competency-based curriculum framework, and national education development act for designing, developing, implementing, and monitoring and evaluation.

School of learning materials development. In collaboration with relevant MoES agency/-ies guidelines, standards, and templates will be created to develop projected teaching and learning materials to the targeted grades and teaching and non-teaching staff in line with the inclusive national competency-based curriculum framework. All the approved, prototyped teaching and learning materials, sample chapters of textbooks, workbooks, teacher guides both digital, printed and non-printed materials will be produced and circulated under the regulations that are developed by intentions. Quality of the materials must be reassured before circulating by the Curriculum Structure.

Developed a national competency-based curriculum framework. In collaboration with relevant MoES agency/-ies, at least four functional reviews will be done to be able to lay a strong foundation for developing an inclusive national competency-based curriculum framework. This framework will work as a reference upstream document for guiding relevant MoES agencies and development partners. It is envisaged that the developed framework to include following elements:

1. Vision, values, and strategies
2. The goals of primary and secondary education
3. Curriculum areas and subjects
4. Key learning competencies
5. Subject competencies
6. Principles and approaches to teaching and learning
7. Time allocation
8. The student assessment system
9. Principles and procedure for monitoring and evaluation of implementation of national competency-based curriculum framework

Furthermore, the framework provides regulations for inclusive education and gender mainstreaming, teacher **preparation**, requirements and regulations for school graduation, and a roadmap for curriculum changes, **implementation**, and evaluation.

CBE aligned gender transformative teaching and learning materials for teaching Math and Tajik. In collaboration with relevant MoES agency/-ies and the relevant development partners a functional quality review and alignment of existing Tajik language and mathematics instructional materials for grades 6-9 with CBE requirements will be conducted. It is expected that a set of CBE-oriented based gender transformative instructional materials for the Tajik language and math subjects for grades 6 to 9 to be developed. Two important outputs under this activity area are piloted the Tajik and Math instructional materials for grades 6 to 9, and digitized CBE-oriented instructional materials for the Tajik language and Math subjects for grades 6 to 9.
The developed TLMs and digitized materials before piloting and digitizing are passing standards for access and inclusivity. Standards and regulations and developing and prescribing through normative documents developed by Curriculum Structure.
Revised curriculum for grades 10-11. In collaboration with relevant MoES agency/-ies and development partners the Tajik language and Math curriculums for grades 10-11 will be developed in line with the newly developed national competency-based curriculum framework. In addition, in this activity area, 30 schools will be assigned as piloting schools to test the Tajik language and Math curriculums.

Sub-Component 2 – Teacher professional development reform.

Under this component the project will support the following activities:

Revised model for teacher preparation programs. This activity will start with the functional review of all the existing programs preparing teachers of math and the Tajik language. They will be evaluated in the context of the requirements set by various policy frameworks, including the newly developed curriculum framework and a framework for blended learning. Problems preventing successful implementation of the programs will also be mapped. The review will be followed by developing a model for a CBE aligned teacher preparation program. This model will then be tested through the development of a revised program for either teachers of mathematics or the Tajik language. This activity is planned for the first two years of the project.

Revised methodology courses for teachers of math and Tajik. This activity will start in the second project year by collecting and reviewing the syllabi and instructional materials of current courses as they are delivered by various higher education institutions in Tajikistan. This will be done in collaboration with teachers from participating universities and colleges to ensure their capacity building and ownership of the process. Both content and methodological gaps in the current syllabi will be identified and suggestions for

improvement will be developed together with local professionals. The revised courses will be developed for delivery in the blended format and piloted with selected groups of students. It is suggested that the pilot lasts through the school year. Following the results of the pilot, final syllabi and materials will be developed and the revised courses will be recommended for substituting the current ones.

New organization of pedagogical practicum. This activity will start in year 1 by designing and running a study into the efficacy of the alternative pedagogical model developed in the first phase of the IsDB/GPE supported project. Following this, dedicated national partners will be supported with two lines of work. The first will continue throughout the second and third project years and result in the package of normative documents required for further implementation of the new model. Parallel to that, the local education professionals involved in the model development will be further supported in the process of becoming expert practitioners supporting their university and school-based colleagues in understanding the new model. This latter line of work will continue during the third and fourth years of the project implementation period.

Modular in-service education courses in blended format supporting continuous professional learning of teachers. This activity will continue throughout the lifetime of the project. It will start by supporting RITTI in revising their current courses against the criteria established in the framework document for modular programs developed in the first phase of the IsDB/GPE supported project. The template for modular programs for subject teachers will be developed at the beginning of the second year of the project. It will then be used by the local partners for developing blended programs for teachers of math and Tajik. These new programs will be piloted during the second and third project years. This is also the time when capacity building of all the mentors involved in program delivery will be built. The process will continue during the fourth project year to ensure support for other modular programs developed and delivered by RITTI.

Continuous professional learning system replacing a three-year training cycle. This activity will start in the second part of year 1 by supporting the national partner in developing the restructuring plan to support the implementation of the CPL model. The process will be followed by developing the costing model for a new system to ensure its feasibility. It will be done in the second project year along with the development of required normative documents. In addition to this, the project will support the dedicated national partner in developing and launching the database that will document and inform teacher learning throughout the country.

Sub-Component 3 – Learning Assessments & Achievement Monitoring

Functional review of existing summative assessment practices and approaches. The assessment sub-component will begin in year 1 with functional review activities. First, the national summative assessment structures, mechanisms and approaches existing in the national education system (grades 1-11) will be investigated and summarized in a report,

shared with all relevant stakeholders. Simultaneously, review of school-based summative assessment approaches and practices in schools of Tajikistan across selected subjects and grades will be carried out as well but is anticipated to take more time due to the variety of assessment approaches likely to be encountered during the review. The report resulting from this functional review will also be shared with all relevant stakeholders. Both review reports will be drafted, approved by the MoES and shared by the end of Year 1 of the project implementation.

Initiated national summative assessment (NLA) system. The drafting of the Guide on National Summative Assessment will begin, in collaboration with relevant national partner/s, in the last quarter of the first project implementation year, based on preliminary results of the functional review of national assessment. Analysis of and recommendations based on the existing NLA results in mathematics and Tajik language will take place toward the end of the drafting of the Guide, as a model of a data-based feedback mechanism to the system. It is anticipated that the NLA Guide will be finalized by Q3 of the year 2 of the project implementation period.

At this time, national summative assessment design will be commenced for mathematics and Tajik for one selected grade, following the guidance of the National Summative Assessment Guide. Design will be finalized by Q2 of Year 3 of the project implementation period, at which point the NLAs will be field-tested in collaboration with relevant national agency/-ies. A full year is allocated to the process of field testing, with arrangements beginning while the NLA design is in its final stages. It is expected that the NLAs will be administered, scored, and collected data and entered the EMIS system by Q2 of Year 4 of the project implementation period. For this to be possible, EMIS capacity building will commence in advance, in Q1 of Year 4 of the project implementation period. While the software and immediate EMIS usage should be ironed out sooner, it is envisioned that EMIS capacity building will extend to the end of the project life, as part of the national system learning to use it to analyze findings and use them to make decisions accordingly.

Initiated school-level summative assessment system. Drafting of the Guide for school-level summative assessment based on the respective functional review will largely overlap with the drafting of the NLA Guide, with the Guide approved and shared with all relevant stakeholders, including other development partners and national agencies, by Q4 of Year 2. The process of designing sample school-based summative assessments for selected subjects and grades in line with CBE curricula and the new Guide, will begin in Q1 of project Year 3. It is envisioned as an iterative process, taking place through Year 3 (and into Year 4), at which time (mid-Year 3)the assessments will also be field-tested in a sample of pilot schools.

Capacity building of national experts and teachers on summative assessment. National capacity building is envisioned throughout the life of the project, directly or indirectly through joint work. Specifically, the national capacity of national key experts in design of

national summative assessments, and analysis and interpretation of resulting data, will begin taking place simultaneously with the functional review on NLAs. This will then naturally lead to their capacity building of other (non-key) national stakeholders whose work intersects with NLAs in some way.

Work on teachers' CPL modules on competency-based summative assessment will begin toward the end of the summative-assessment field-tests in the first quarter of Year 4 of the project implementation period. The modules will be pilot-tested and iterated throughout the 4th year of the project.

Grading Scale Transition. Finally, toward the end of the project implementation cycle (Q3 of Year 3), a functional review of the existing 5-point scale grading system will be carried out to capture the strengths and weaknesses of the existing system. As a result, a Guide on sustainable transition to a multi-point grading system will be drafted and shared with national stakeholders, to ensure that the transition to a wider grading scale desired by the system will be meaningful and sustainable.

Quality assurance studies of program effectiveness. In both Years 2 and 4, independent evaluation studies will be commissioned (midline and endline, respectively), to provide feedback to MoES and LEG on the effectiveness of the project and its contribution to CBE reform in Tajikistan.

Sub-Component 4 – Supervision and monitoring

This sub-component will include program supervision and program management support by the implementing agency: UNICEF will be responsible for handling the soft components of the project. UNICEF Learning and Skills Development teams will ensure the planning and coordination with MoES and partners, supervision and monitoring of the project implementation as well as the supervision/coordination of consultants and reporting. Detailed information is provided in Annex-9.

Component 5: Project Implementation Support

This component will include: (i) Establishment of the project implementation office composed of national individual consultants. One the consultants will be assigned as the head of the consultancy team; (ii) consultancy services for reviewing the detailed design review, preparation of bidding documents and evaluation reports, and supervision of project activities; and (iii) a start-up workshop and a mid-term review meeting.

The individual consultancy pool will be hired under the IsDB financing and will be provided with all required office equipment, furniture, vehicles, etc. 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 conducted to orientate the PMU/EA staff about the IsDB compliance requirements concerning financial disbursements, procurement, project financial management and

project management, monitoring and evaluation. A mid-term review meeting will also be organized to assess the project implementation progress

Under this component, a domestic financial auditing firm will be hired to ensure a comprehensive fiduciary assurance to IsDB on the overall project delivery. The engaged financial audit firm will review project financial statements and prepare audit reports.

Component No. 6: Emergency Response Contingency Component

An Emergency Response Contingency Component which is a standalone zero-value component is embedded in the project to allow the use of the project resources to cover emergency response activities in case of disaster, pandemic, major flood, etc.

ANNEX-6

Climate Change Mainstreaming, Risk Rating and ESS Assessment

aware
Aware for Projects

IsDB
البنك الإسلامي للتنمية
Islamic Development Bank

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.

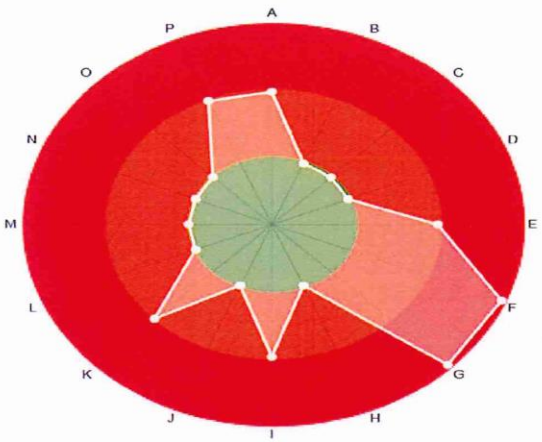
The radar chart provides an overview of which individual risks are most significant. This should be used in conjunction with the final rating to determine whether the project as a whole, or its individual components, should be assessed in further detail. The red band (outer circle) suggests a higher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

aware
Aware for Projects

IsDB
البنك الإسلامي للتنمية
Islamic Development Bank

12 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.

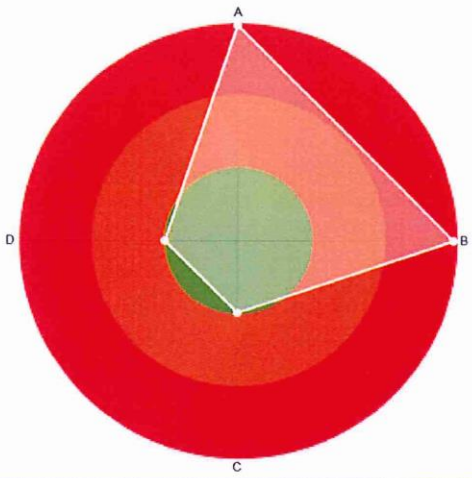
The radar chart provides an overview of which individual risks are most significant. This should be used in conjunction with the final rating to determine whether the project as a whole, or its individual components, should be assessed in further detail. The red band (outer circle) suggests a higher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

INITIAL ENVIRONMENTAL AND SOCIAL ANALYSIS

A. Introduction

Projects are assigned a category depending on the *significance* of potential environmental and involuntary resettlement impacts. Initial screening for environment and involuntary resettlement should be conducted as early as possible in the project cycle, at the project concept stage where feasible.

B. Instructions

The checklist and categorization form is to be completed by the Operations Team Leader (OTL) based on available information, and submitted to the Safeguards Team in BPRD for review. If needed, assistance can be sought from the Safeguards Team in clarifying issues. The Safeguards Team will then prioritize its facilitative function in assigning resources for the conduct of due diligence. The final categorization of a project will be assigned after review of due diligence documentation and, if required, a site visit. At final Management consideration, Director BPRD will confirm that (i) categorization is appropriate, and (ii) the relevant safeguards requirements have been met. If there is a change in project scope that may result in change of category, the OTL should submit a revised categorization form for endorsement by the Safeguards Team. As a fundamental principle, it should be ensured that the project is in compliance with the prohibited activities set out under the Boycott Regulations of the Organization of the Islamic Conference, the League of Arab States and the African Union.

Country/Project Title	The Joint IsDB-GPE-OFID Project for Support to Implementation of the National Education Development Strategy of the Republic of Tajikistan (Phase-II)
Regional Hub	Regional Hub Almaty
OTL	Br. Mohammad Mirzaei Kahagh, Operations Team Leader, SI
COM	Br. Ali Khan, Country Operations Manager
Regional Hub Manager	Br. Ibrahim Shoukry, Manager, RHA

I. PURPOSE OF FINANCING

- ☐ Supporting existing businesses of related growth
- ☒ Setting up additional/new facilities on existing sites
- ☒ Expansion or modernization of existing facilities
- ☐ Acquisition of new sites/sites or facilities/land

II. ENVIRONMENTAL SCREENING

Screening Questions	Yes	No	Remarks
A. PROJECT SITING Is the Project in vicinity of, adjacent to, or within any of the following environmentally sensitive areas?		√	
▪ Cultural Heritage Site		√	
▪ Legally Protected Area (Core Zone Or Buffer Zone)		√	
▪ Wetland		√	
▪ Mangrove		√	

Screening Questions	Yes	No	Remarks
▪ Estuarine		√	
▪ Special Area For Protecting Biodiversity		√	
B. POTENTIAL ENVIRONMENTAL IMPACTS Will The Project Cause…			
▪ impairment of historical/cultural areas; disfiguration of landscape or potential loss/damage to physical cultural resources?		√	
▪ disturbance to precious ecology (e.g. sensitive or protected areas)?		√	
▪ any major alteration in land use patterns or result in land use conflicts?		√	
▪ major transportation and use/depletion of resources like water, electric power, fuel?		√	
▪ alteration of surface water hydrology of waterways resulting in increased sediment in streams affected by increased soil erosion at construction site?		√	
▪ deterioration of surface water quality due to silt runoff and sanitary wastes from worker-based camps and chemicals used in construction?		√	
▪ increased air pollution due to project construction and operation?		√	
▪ noise and vibration due to project construction or operation?		√	
▪ poor sanitation and solid waste disposal in construction camps and work sites		√	
▪ major release of wastewater due to project operations		√	
▪ creation of temporary breeding habitats for diseases such as those transmitted by mosquitoes and rodents?		√	
▪ large population influx during project construction and operation that causes increased burden on social infrastructure and services (such as water supply and sanitation systems)?		√	
▪ risks and vulnerabilities related to occupational health and safety due to physical, chemical, biological, and radiological hazards during project construction and operation?		√	
▪ risks to community health and safety due to the transport, storage, and use and/or disposal of materials such as explosives, fuel and other chemicals during construction and operation?		√	

Screening Questions	Yes	No	Remarks
▪ community safety risks due to both accidental and natural causes, especially where the structural elements or components of the project are accessible to members of the affected community or where their failure could result in injury to the community throughout project construction, operation and decommissioning?		√	

Assessment of Environmental Impact

Category					
A[31]		B[32]		C[33]	√

III. SOCIAL DEVELOPMENT ASPECTS

A. Beneficiaries: Based on existing information:	
▪ Who are the potential primary beneficiaries of the project?	17,376 students annually, teachers, and school staff and the local communities
▪ How do the poor and the socially excluded benefit from the project?	- The project will promote competency-based education and will result in higher skills in students in regions with deficit in these indicators - Improving the education standards of young people and girls and children with disability
▪ What are the potential needs of beneficiaries in relation to the proposed project?	- Lack of quality education services - Lack WASH facilities - Quality of education - Lack of laboratory equipment and digital infrastructure - Lack of CBE based textbooks

B. Consultation, Participation and Disclosure	
▪ Indicate potential initial stakeholders.	Ministry of Education and Science and its affiliated institutions, UNICEF and other development partners (LEG Members), school managers, and the local communities
▪ What forms of consultation, participation and disclosure are required during project processing (e.g., workshops, community mobilization, involvement of nongovernmental organizations and community-based organizations, brochures, public hearings, etc.)?	▪ Consultations with the Local Education Group members ▪ Consultation with GPE and OFID as financiers ▪ Startup workshop ▪ involvement of civil society organizations ▪ Project review meeting ▪ Consultancy services for collection of data and subsectoral analysis with EMIS department of MoES

[31] Category A should be applied in the case of coal-fired thermal power plants, major ports, widening of highways, new source water supply development, waste treatment and disposal facilities.

[32] Category B should be applied in the case of gas-fired thermal power plants, renewable energy projects (e.g., wind farms), telecommunications, and utilities

[33] Category C may be applied in the case of schools and education infrastructure, depending on scale, location and impact

▪ What level of participation is envisaged for project design?	☒ Information sharing ☒ Focus Groups ☒ Collaborative decision making

C. Gender and Development	
▪ What are the key gender issues in the sector/subsector that are likely to be relevant to this project/program?	▪ Inequality in access to education ▪ WASH facilities catered to gender needs ▪ Gender participation in education sector ▪ Curriculum and teacher education are not gender-sensitive
▪ Does the proposed project/program have the potential to promote gender equality and/or women's empowerment by improving women's access to and use of opportunities, services, resources, assets, and participation in decision making? ☒ Yes ☐ No If yes, please mention activities proposed for due diligence to identify project components	▪ The project will provide better facilities addressing the needs of girls particularly in rural areas and will avoid drop out of girls from school ▪ The project will mainstream gender across component 2, ensuring curriculum, TLM and teacher education are gender-transformative and contribute to changing social norms on the roles and responsibilities of men and women, and aim at providing equal learning opportunities to boys and girls.
▪ Could the proposed project have an adverse impact on women safety and/or girls or to widen gender inequality? ☐ Yes ☒ No If yes, please mention activities proposed for due diligence to identify measures to address impacts	▪ The project will provide water, sanitary and health related facilities in the schools will contribute to health and safety of the girls. ▪ Through gender mainstreaming, the project will ensure that curriculum, TLM and teacher education eliminate gender bias

IV. OTHER SOCIAL RISKS

Issue	Action	Proposed Due Diligence Activities
Labor ☐ Employment Opportunities ☐ Labor Retrenchment ☐ Core Labor Standards	☐√ Action ☐ No Action ☐ Uncertain	
Other Risks and/or Vulnerabilities ☐ HIV/AIDS ☐ Human Trafficking ☐ Others (conflict, political instability, etc.) [please specify] ☐ Social conflicts owing to population influx (non-local labor for construction)	☐ Action ☐ √No Action ☐ Uncertain	

Assessment of Social Impact

Category					
A		B		C	√

V. INVOLUNTARY RESETTLEMENT SCREENING

Involuntary Resettlement Effects	Yes	No	Not Known	Possible
• Will the project include any physical construction work?	√			
• Does the project include upgrading or rehabilitation of existing physical facilities?	√			
• Are any project effects likely lead to loss of housing, other assets, resource use or incomes/livelihoods?		√		
• Is land acquisition likely to be necessary?		√		
• Is the site for land acquisition known?	√			
• Is the ownership status and current usage of the land known?	√			
• Will easements be utilized within an existing Right of Way?		√		
• Are there any non-titled people who live or earn their livelihood at the site or within the Right of Way?		√		
• Will there be loss of housing?		√		
• Will there be loss of agricultural plots?		√		
• Will there be losses of crops, trees, and fixed assets?		√		
• Will there be loss of businesses or enterprises?		√		
• Will there be loss of incomes and livelihoods?		√		
• Will people lose access to facilities, services, or natural resources?		√		
• Will any social or economic activities be affected by land use-related changes?		√		
• If involuntary resettlement impacts are expected: Not applicable				
○ *Are local laws and regulations compatible with IDB's Involuntary Resettlement policy?*				
○ *Will coordination between government agencies be required to deal with land acquisition?*				
○ *Are there sufficient skilled staff in the Executing Agency for resettlement planning and implementation?*				
○ *Are training and capacity-building interventions required prior to resettlement planning and implementation?*				

Involuntary Resettlement Action

• Significant impacts will set category as A (*Full Resettlement Plan required)* • Moderate impact significance will set category as B (*Short Resettlement Plan required*) • Low impact significance will set category as C (*No resettlement action*)	Significance	Category (circle)			☐ Full Resettlement Plan ☐ Short Resettlement Plan ☐ Resettlement Framework ☒ No Action ☐ Uncertain
	High	A			
	Moderate		B		
	Low			C	

VI. DUE DILIGENCE RESOURCE REQUIREMENTS

• Are consultants/specialists proposed for assessment of environment, resettlement, gender and other issues	☐ √Yes ☐ No
• Have resources (consultants, survey budget, and workshop) been allocated for proposed due diligence assessments?	☐ √Yes ☐ No If no, please explain how those will be funded.

Annex-7

Financing Plan of the Project

No	Project Component	IsDB			OFID	GPE		GoT	Total Cost
		ISFD Loan	IsDB Loan	Inst. Sale		Fixed Part	Variable Part		
1	Learning Environment Upgrading	10	14.15	13.288	8	0.981	7.5	6	59.92
1.1	Civil works	8.5	12.65	12.728	5	0.981	3.75	4	47.609
1.2	School furniture & equipment	1.5	1.5	0.56	3	0	3.75	2	12.31
2	Improving quality of and efficiency of education	0	0	0	0	16.502	0	0	16.502
2.1	CBE based Curriculum reform	0	0	0	0	8.383	0	0	8.383
2.2	Teacher Professional Development	0	0	0	0	3.429	0	0	3.429
2.3	Learning assessment & achievement monitoring	0	0	0	0	2.727	0	0	2.727
2.4	Supervision and monitoring	0	0	0		1.9626	0	0	1.9626
3	Project Management Support	0	2.37	0	0	0	0	0.2	2.57
3.1	Project Supervision Services	0	1.7	0	0	0	0	0	1.7
3.2	PIG Expenses	0	0.61	0	0	0	0	0.2	0.81
3.3	Start-up workshop & Mid-term review meeting	0	0.06	0	0	0	0	0	0.06
4	Financial Auditing Services	0	0.05	0	0	0	0	0	0.05
5	Zero Value Emergency Response Contingency Component	0	0	0	0	0	0	0	0
	Base Cost	10	16.57	13.288	8	17.483	7.5	6.2	79.042
	Contingency (Physical)	0	1.715	0.863	0	0.017	0	0.9	3.495
	Contingency (Financial)	0	1.715	0.849	0	0	0	0.9	3.464
	Total Cost	10	20	15	8	17.5	7.5	8	86.00

List and Tentative Cost breakdown of civil works with Financier

No.	Name and location of facilities	Capacity	Amount Final (US$)	Financier
	Kulob city			
1	Construction of an additional building near educational institution No. 9 in the center of the city	320	865,000	IsDB/ISFD
2	Construction of an additional building near the educational institution No. 19 of Oftobliko village	240	525,000	IsDB/ISFD
	The city of Norak			
3	Construction of an additional building near educational institution No. 2 in the village of Langar	240	550,000	OFID
	Abdurrahmani Jami district			
4	Construction of an additional building near educational institution No. 26 of Mushkrud village	240	550,000	OFID
5	Construction of an additional building near educational institution No. 17 of Ittifoq village	320	750,000	Govt
	Vose district			
6	Construction of a new educational institution in the village of Mehrabad 3	480	1,700,000	IsDB/ISFD
	Dangara district			
7	Construction of the building of the educational institution No. 60 of the old village of Shahburi	240	550,000	IsDB IS
8	Construction of a new educational institution in the village of Safobakhshi (Ohunbabo) of the Safobakhsh village community	240	550,000	IsDB IS
9	Construction of the building of a new educational institution in the village of Alichon of the village of Pushing	480	1,755,250	IsDB IS
10	Construction of the building of a new educational institution in the village of Bulyani Boloi of the rural community of I. Sharifov	640	2,300,000	IsDB IS

No.	Name and location of facilities	Capacity	Amount Final (US$)	Financier
11	Construction of the building of a new educational institution in the village of Malikova	240	500,000	Govt
	Javan district			
12	Construction of the building next to the educational institution in the village of 1-May, community of Norin villages	240	550,000	IsDB IS
13	Construction of an additional building in front of the educational institution No. 9 of Charogchi village	480	1,548,750	IsDB IS
14	Construction of the building of the educational institution No. 8 of the village of Chashmasor-1 of Hasan Huseynov village community	240	525,000	IsDB/ISFD
	Kushanian district			
15	Construction of an additional building near the educational institution No. 61 of the Bokhtarian village	240	525,000	IsDB/ISFD
	Mir Syed Ali Hamadani district			
16	Construction of an educational institution in the newly built village of Dashti Gulho of the village of Dashti Gulho	240	525,000	GPE
17	Construction of the building of the educational institution No. 20 of Oriono village	320	865,000	IsDB/ISFD
18	Construction of the building of the educational institution No. 25 in Mehnatabad village	480	1,700,000	IsDB/ISFD
	Muminabad district			
19	Construction of an additional building near the educational institution No. 34 in the village of Javadara	240	525,000	IsDB/ISFD +(GPE: 233,000)
	Nasir Khusrav district			
20	Construction of an additional building near educational institution No. 14 of Khidirov village	240	550,000	IsDB IS

No.	Name and location of facilities	Capacity	Amount Final (US$)	Financier
21	Construction of an additional building near educational institution No. 12 of Kh. Olimov village	320	750,000	Govt
	Panj district			
22	Construction of an additional building near educational institution No. 34 of Dehbaland village	240	550,000	IsDB IS
23	Construction of an additional building near educational institution of Hasan Sherov village	240	500,000	Govt
	Temurmalik district			
24	Construction of an additional building near educational institution No. 17 of Kyrma village	240	525,000	IsDB/ISFD
25	Construction of an additional building in front of educational institution No. 36 of Talimazor village	240	525,000	IsDB/ISFD
26	Construction of an additional building in front of educational institution Dahani Namak village	240	500,000	Govt
	Farkhor district			
27	Construction of an additional building in front of the educational institution No. 60 of Tajik village of Khurasan rural community	240	550,000	IsDB IS
28	Construction of the building of general secondary education institution No. 21, Navobod Poyani village, Zafar village community	640	2,300,000	IsDB IS
29	Construction of the building of general secondary education institution No. 56 of Kukhandiyar village	240	510,000	IsDB IS
	Hovaling district			
30	Construction of an additional building in front of educational institution No. 25 of Chanor village	240	525,000	IsDB/ISFD
31	Construction of an additional building near the educational institution No. 48 of Tutak village	240	525,000	IsDB/ISFD

No.	Name and location of facilities	Capacity	Amount Final (US$)	Financier
32	Construction of an additional building near the educational institution No. 12 of Gulzor village	240	500,000	Govt
	Khorasan district			
33	Construction of an additional building in front of the educational institution No. 54 of Khayoti Nav village, Kizil Kala village community	240	560,000	GPE
	Balchuvan district			
34	Construction of the building of the educational institution No. 18 of Boghi Zogon village	240	525,000	GPE
	Shamsiddin Shahin district			
35	Construction of the building of educational institution No. 20 of Hochidara village	240	525,000	IsDB/ISFD
36	Construction of the building of educational institution of Sata Jafar village	240	500,000	Govt
	Khujand city			
37	Construction of a new educational institution in district 1 of Khujand city	640	2,300,000	GPE
	Bobochon Gafurov district			
38	Construction of an additional building near educational institution No. 39 of Ovchikalacha village	240	560,000	GPE
	Istaravshan city			
39	Unfinished construction of the building of educational institution No. 43 in Surkat village, Poshkent village	640	2,300,000	IsDB
	The city of Vahdat			
40	Construction of the building of the educational institution in the village of Kipchoki of the village of Chuyangaron	320	900,000	OFID

No.	Name and location of facilities	Capacity	Amount Final (US$)	Financier
41	Construction of the building of the educational institution No. 24 in village of Chuyangaron	240	500,000	Govt
	The city of Hisar			
42	Construction of educational institution No. 11 in Belayduz village	320	865,000	IsDB/ISFD
43	Construction of educational institution No. 13 of Turdibobo village, Durbat rural community	320	865,000	IsDB/ISFD
	Tursunzoda city			
44	Construction of the building of educational institution No. 30 in the village of Seshanbe, community of Seshanbe villages	640	2,300,000	IsDB/ISFD
	Rogun city			
45	Construction of the building of general secondary education institution No. 28 of the village of Kalai Nav	640	2,300,000	IsDB/ISFD
	Rasht district			
46	Construction of building of educational institution No. 8 of Navobod town	480	1,500,000	OFID
47	Construction of the building of educational institution No. 32, Sari Puli neighborhood, Garm town	480	1,500,000	OFID
	Rudaki district			
48	Construction of an additional building in front of educational institution #122 in the village of Husnabodi of Choryakkoron village community	240	525,000	IsDB/ISFD
49	Construction of an educational institution for 240 seats in the Esanboy area	240	525,000	IsDB/ISFD
	Faizabad district			
50	The unfinished construction of an educational institution in the village of Chilchashma, village of Buston	320	850,000	IsDB/ISFD

No.	Name and location of facilities	Capacity	Amount Final (US$)	Financier
	Nurobod district			
51	The unfinished construction of an educational institution No. 24 in the village of Shashbolon.	240	500,000	Govt
	Lakhsh district			
52	Construction of the building of the educational institution No. 2 in the village of Jailgan	240	530,000	IsDB IS
53	Construction of the building of the educational institution No. 40 in the village of Muqur	240	510,000	IsDB IS
	General in the country	16880	47,609,000	

Key: IsDB/IS: IsDB Instalment Sale
ISDB/ ISFD: IsDB Loan or ISFD Loan
OFID: OPEC Fund
GPE: GPE Fixed and Variable Part of Financing
Govt: Government of Tajikistan
Note: IsDB Instalment Sale assets are distinct and will not be mixed with other financing. Other sources of funding are fungible between IsDB/ GPE/ OPEC Fund to meet any shortfalls that may occur during actual construction and contract prices.

Cost Breakdown of Indicative List of equipment and Furniture

Summary Table:

Component	Total Cost (Final)
Furniture for Classrooms	4,702,314.33
IT equipment for Classrooms and Offices	2,499,395.42
Teaching and Learning Materials	2,267,024.50

Equipment for Sports Complex	134,983.12
Equipment for Admin/ Specialized rooms	2,717,441.09
Total	12,321,158.46

Detailed Tables:

Furniture for Classrooms									
No.	Name	Number for 240 students X 33 schools	Quantity for 320 students X8 schools	Number for 480 students X6 schools	Number for 640 students X 6 schools	Unit rev.	Total quantity	Unit price in US dollars	Total price in USD
1	Blackboard	330	72	54	132	PCS	588	150	87,936
2	Teacher's table	330	72	54	132	PCS	588	164	96,709
3	Teacher's chair	330	72	54	132	PCS	588	141	82,893
4	School desk	3960	864	648	1584	PCS	7056	200	1,409,182
5	Height-adjustable student chair	7920	1728	1296	3168	PCS	14112	176	2,486,791
6	Cabinet for teaching aids	330	72	54	132	PCS	588	235	138,155
7	Demonstration rack	330	72	54	132	PCS	588	211	124,340
8	Information and thematic stand	330	72	54	132	PCS	588	247	145,063
9	Cabinet for tables under the board	330	72	54	132	PCS	588	117	69,078
10	Cork board	330	72	54	132	PCS	588	106	62,170
								Total	4,702,314

IT Equipment for Classrooms and Offices									
No.	Name	Number for 240 students X 33 schools	Quantity for 320 students X8 schools	Number for 480 students X6 schools	Number for 640 students X 6 schools	Unit rev.	Total quantity	Unit price in US dollars	Total price in USD
1.1 IT equipment for Security and Safety									183,055
1	Electronic gate through the turnstile	33	8	6	6	PCS.	53	2,819	149,433
2	Automated workplace of the operator of the security and video surveillance system, licensed software	33	8	6	6	PCS.	53	493	26,151
3	Aids to visual exposition on the protection of buildings and warnings	33	8	6	6	PCS.	53	94	4,981
4	Touchless floor dispenser with display and automatic hand sanitizer	33	8	6	6	PCS.	53	47	2,491
1.2 Teaching aids (librarian's workplace)									403,681
1	Librarian's computer automated information and library system	33	8	6	6	PCS.	53	587	31,132
2	Multifunction device	33	8	6	6	PCS.	53	352	18,679
3	Document camera	33	8	6	6	PCS.	53	329	17,434
4	Laptop/Tablet Storage Cart with Charging	33	8	6	6	PCS.	53	70	3,736
5	Student computer	132	32	24	48	PCS.	236	1,410	332,700
1.3 Stage Equipment									311,319
1	Large Screen	33	8	6	6	PCS.	53	940	49,811
2	Ceiling mount auditorium projector	33	8	6	6	set	53	705	37,358
3	Operator workstation	33	8	6	6	set	53	235	12,453
4	DJ player sound system	33	8	6	6	PCS.	53	329	17,434
5	Radio system with head microphone	33	8	6	6	set	53	117	6,226
6	Vocal radio microphone	33	8	6	6	set	53	164	8,717
7	Floor microphone stand - "crane" with microphone holder	33	8	6	6	PCS.	53	305	16,189
8	digital mixer	33	8	6	6	PCS.	53	587	31,132
9	Subwoofer	33	8	6	6	PCS.	53	587	31,132
10	Active three-way speaker system	33	8	6	6	set	53	587	31,132

IT Equipment for Classrooms and Offices									
No.	Name	Number for 240 students X 33 schools	Quantity for 320 students X8 schools	Number for 480 students X6 schools	Number for 640 students X 6 schools	Unit rev.	Total quantity	Unit price in US dollars	Total price in USD
11	Wireless Networking Tool	33	8	6	6	PCS.	53	587	31,132
12	Project Wire Kit	33	8	6	6	set	53	587	31,132
13	Rack cabinet	33	8	6	6	set	53	141	7,472
1.4 Workplace automation for Administration and management									217,923
1	Computer with License	66	16	12	12	PCS.	106	1,410	149,433
2	Multifunction device	33	8	6	6	PCS.	53	587	31,132
3	Telephone set	66	16	12	12	PCS	106	59	6,226
4	MFP laser auto-pad	33	8	6	6	PCS	53	587	31,132
1.5 Automated workplace of the teachers/ teaching aid									362,998
1	Computer with License	99	24	18	18	PCS.	159	1,410	224,150
2	Multifunction device	99	24	18	18	PCS.	159	587	93,396
3	Telephone set	33	8	6	6	PCS.	53	59	3,113
4	Audience speaker system	33	8	6	6	PCS.	53	705	37,358
5	Wireless Networking Tool	33	8	6	6	PCS.	53	94	4,981
1.6 IT Equipment for Students/Computer room									974,303
1	Student computer	396	96	72	72	PCS.	636	1,410	896,598
2	Storage Cart with Charging System and Built-in Router for Wireless LAN in the Classroom	33	8	6	6	PCS.	53	56	2,989
3	Teacher mobile computer, licensed software	33	8	6	6	PCS.	53	1,410	74,717
1.7 Physical education teacher's office									46,117
1	Personal computer (laptop), software	0	8	6	6	set	20	1,410	28,195
2	Computer table with work chair	0	8	6	6	set	20	47	940
3	Scanner Enhancement All-In-One (Color)	0	8	6	6	set	20	705	14,097
4	information shield	0	12	12	12	PCS	36	45	1,616
5	Stopwatch	0	12	12	12	PCS	36	35	1,269
								Total	2,499,395

Teaching and Learning Materials										
No.	Name	Number for 240 students X 29 schools	Quantity for 320 students X8 schools	Number for 450 students X6 schools	Number for 640 students X 6 schools		Unit rev.	Total quantity	Unit price in US dollars	Total price in USD
Specialist Learning and visual Materials										
Languages Cabinet										146,614
1	Demonstration study tables on the Russian language and literary reading for elementary school				330	72	90 132	Set	624 23	14,661
2	Demonstration manuals on the Russian language and literary reading for elementary school				330	72	90 132	Set	624 23	14,661
3	Subject (subject) pictures in the Russian language and literary reading				330	72	90 132	Set	624 23	14,661
4	Reproductions of paintings and artistic photographs				330	72	90 132	Set	624 23	14,661
5	Handout cards with letters of the Russian and English alphabets				330	72	90 132	Set	624 23	14,661
6	Reference books and encyclopedias on the Russian language and literary reading for elementary school				330	72	90 132	Set	624 23	14,661
7	Handout dictionaries for an elementary school classroom				330	72	90 132	Set	624 23	14,661
8	portraits of poets and writers of the Tajik people				330	72	90 132	Set	624 23	14,661
9	Demonstration study tables on the Tajik language and literary reading for elementary school				330	72	90 132	Set	624 23	14,661
10	Demonstration aids to the Tajik language and literary reading for elementary school				330	72	90 132	Set	624 23	14,661
Cabinet of History and Social Studies										108,480
	Specialized furniture and storage systems									99,599
1	Blackboard				0	8	6 6	PCS.	20 115	2,303
2	Teacher's table				0	8	6 6	PCS.	20 59	1,175
3	Teacher's chair				0	8	6 6	PCS.	20 141	2,819
4	School desk				0	96	72 72	PCS.	240 211	50,751
5	Height-adjustable student chair				0	144	144 144	PCS.	432 70	30,451
6	Cabinet for teaching aids				0	8	6 6	PCS.	20 188	3,759
7	Demonstration rack				0	8	6 6	PCS.	20 200	3,994
8	Information and thematic stand				0	8	6 6	PCS.	20 59	1,175
9	Cabinet for tables under the board				0	8	6 6	PCS.	20 100	1,997
10	cork board				0	8	6 6	PCS.	20 59	1,175
	A set of teaching and visual aids for the history and social science classroom									8,881
1	Portraits of historical figures of Russia and Tajikistan				0	8	6 6	Set	20 23	470
2	Demonstration cards for the course of history				0	8	6 6	Set	20 23	470
3	Demonstration tables and pictures on the course of history and social studies of Russia and Tajikistan				0	8	6 6	Set	20 23	470
4	Directories of Tajikistan				0	40	30 36	Set	106 23	2,491
5	Handout tables for the course of history and social science of Tajikistan				0	40	30 36	Set	106 23	2,491
6	Atlas of history with a set of contour maps				0	40	30 36	Set	106 23	2,491

Cabinet of geography									110,970
	Specialized furniture and storage systems								103,687
1	Blackboard	0	8	6	6	PCS.	20	115	2,303
2	Teacher's table	0	8	6	6	PCS.	20	59	1,175
3	Teacher's chair	0	8	6	6	PCS.	20	164	3,289
4	School desk	0	96	72	72	PCS.	240	211	50,751
5	Height-adjustable student chair	0	192	144	144	PCS.	480	70	33,834
6	Cabinet for teaching aids	0	8	6	6	PCS.	20	211	4,229
7	Demonstration rack	0	8	6	6	PCS.	20	188	3,759
8	Information and thematic stand	0	8	6	6	PCS.	20	59	1,175
9	Cabinet for tables under the board	0	8	6	6	PCS.	20	100	1,997
10	cork board	0	8	6	6	PCS.	20	59	1,175
	Models								5,169
1	Earth globe physical	0	8	6	6	PCS.	20	35	705
5	Model of the structure of the earth's folds and the evolution of the relief	0	8	6	6	PCS.	20	35	705
6	Model of oceanic plate movement	0	8	6	6	PCS.	20	47	940
7	volcano model	0	8	6	6	PCS.	20	47	940
8	Model of the internal structure of the Earth	0	8	6	6	PCS.	20	47	940
9	Model-application of natural zones of the Earth	0	8	6	6	PCS.	20	47	940
	Demonstration teaching aids						*0*		2,115
1	Portraits for the study of geography	0	8	6	6	Set	20	18	352
2	Wall cards	0	8	6	6	Set	20	18	352
3	Educational demonstration tables	0	8	6	6	Set	20	18	352
4	Wall maps of the Republic of Tajikistan	0	8	6	6	Set	20	18	352
5	portraits of Tajik scientists in geography	0	8	6	6	Set	20	18	352
6	Collections, slide albums, didactic materials, visualizations of the Republic of Tajikistan	0	8	6	6	Set	20	18	352
Fine arts cabinet									100,632

	Specialized furniture and storage systems						*0*		95,933
1	Blackboard	0	8	6	6	PCS.	20	115	2,303
2	Teacher's table	0	8	6	6	PCS.	20	59	1,175
3	Teacher's chair	0	8	6	6	PCS.	20	117	2,350
4	School desk	0	96	72	72	PCS.	240	188	45,112
5	Height-adjustable student chair	0	192	144	144	PCS.	480	70	33,834
6	Cabinet for teaching aids	0	8	6	6	PCS.	20	164	3,289
7	Demonstration rack	0	8	6	6	PCS.	20	176	3,524
8	Information and thematic stand	0	8	6	6	PCS.	20	59	1,175
9	Cabinet for tables under the board	0	8	6	6	PCS	20	100	1,997
10	cork board	0	8	6	6	Set	20	59	1,175
	Models								3,524
1	Set of plaster models of geometric bodies	0	8	6	6	PCS.	20	29	587
2	A set of plaster models for still life	0	8	6	6	PCS.	20	29	587
3	Set of plaster models of the head	0	8	6	6	PCS.	20	29	587
4	Set of plaster models of plants	0	8	6	6	PCS.	20	29	587
5	Set of models of fruits and vegetables	0	8	6	6	PCS.	20	29	587
6	Models of edible and poisonous mushrooms	0	8	6	6	PCS.	20	29	587
	Demonstration teaching aids						0		1,175
1	Set of specialized wall stands	0	8	6	6	Set	20	29	587
2	A set of demonstration training tables on drawing, fine arts and world art culture	0	8	6	6	Set	20	29	587
Music room *(under OPEC fund)									122,718
	Specialized furniture and storage systems								95,933
1	Blackboard	0	8	6	6	PCS.	20	115	2,303

2	Teacher's table	0	8	6	6	PCS.	20	59	1,175
3	Teacher's chair	0	8	6	6	PCS.	20	117	2,350
4	School desk	0	96	72	72	PCS.	240	188	45,112
5	Height-adjustable student chair	0	192	144	144	PCS.	480	70	33,834
6	Cabinet for teaching aids	0	8	6	6	PCS.	20	164	3,289
7	Demonstration rack	0	8	6	6	PCS.	20	176	3,524
8	Information and thematic stand	0	8	6	6	PCS.	20	59	1,175
9	Cabinet for tables under the board	0	8	6	6	PCS	20	100	1,997
10	cork board	0	8	6	6	Set	20	59	1,175
	Demonstration equipment, devices, instruments (musical instruments)								25,023
1	Music Center	0	8	6	6	PCS.	20	411	8,224
2	Noise tool set	0	8	6	6	PCS.	20	117	2,350
3	Piano digital	0	8	6	6	PCS.	20	411	8,224
4	baby drum	0	8	6	6	PCS.	20	70	1,410
5	Tambourine	0	8	6	6	PCS.	20	100	1,997
6	Guitar 6 strings	0	8	6	6	PCS.	20	141	2,819
	Demonstration teaching aids								1,762
1	Portraits of domestic and foreign composers.	0	8	6	6	Set	20	29	587
2	Elementary School Music Demonstration Chart Pack	0	8	6	6	Set	20	29	587
3	Set of demo training tables	0	8	6	6	Set	20	29	587
Physics room									223,656
	Specialized furniture and storage systems								101,572
1	Blackboard	0	8	6	6	PCS.	20	115	2,303
2	Teacher's table	0	8	6	6	PCS.	20	59	1,175

3	Teacher's chair	0	8	6	6	PCS.	20	117	2,350
4	School desk	0	96	72	72	PCS.	240	211	50,751
5	Height-adjustable student chair	0	192	144	144	PCS.	480	70	33,834
6	Cabinet for teaching aids	0	8	6	6	PCS.	20	164	3,289
7	Demonstration rack	0	8	6	6	PCS.	20	176	3,524
8	Information and thematic stand	0	8	6	6	PCS.	20	59	1,175
9	Cabinet for tables under the board	0	8	6	6	PCS.	20	100	1,997
10	cork board	0	8	6	6	PCS.	20	59	1,175
	Demonstration equipment and instruments								32,448
1	Aneroid barometer	0	8	6	6	PCS.	20	59	1,175
2	Power supply adjustable	0	8	6	6	PCS.	20	35	705
3	Webcam on a movable tripod	0	8	6	6	PCS.	20	82	1,645
4	Technical scales with weights	0	8	6	6	PCS.	20	53	1,057
5	Video camera for working with optical devices	0	8	6	6	PCS.	20	153	3,054
6	sound generator	0	8	6	6	PCS.	20	53	1,057
7	Hygrometer (psychrometer)	0	8	6	6	PCS.	20	33	658
8	Type-setting cargo	0	8	6	6	PCS.	20	29	587
9	Demo dynamometer	0	8	6	6	PCS.	20	29	587
10	Display ware set with accessories	0	8	6	6	PCS.	20	59	1,175
11	Demonstration liquid manometer	0	8	6	6	PCS.	20	76	1,527
12	Demonstration meter	0	8	6	6	PCS.	20	21	423
13	Demonstration microscope	0	8	6	6	PCS.	20	294	5,874
14	Vacuum pump Komovskogo	0	8	6	6	PCS.	20	47	940
15	Lifting table	0	8	6	6	PCS.	20	100	1,997
16	Demonstration tripod, physical	0	8	6	6	PCS.	20	29	587
17	hot plate	0	8	6	6	PCS.	20	470	9,398
	Demonstration instruments. Mechanics								18,092
1	Demonstration set on mechanical phenomena	0	8	6	6	Set	20	65	1,292
2	Rotary Dynamics Demonstration Kit	0	8	6	6	Set	20	65	1,292
3	Demonstration set on mechanical oscillations and waves	0	8	6	6	Set	20	65	1,292
4	Bucket of Archimedes	0	8	6	6	PCS.	20	65	1,292
5	Maxwell pendulum	0	8	6	6	PCS.	20	65	1,292
6	Set of bodies of equal volume	0	8	6	6	PCS.	20	65	1,292
7	A set of bodies of equal mass	0	8	6	6	PCS.	20	65	1,292
8	Atmospheric pressure instrument	0	8	6	6	PCS.	20	65	1,292
9	Prism tilting plumb	0	8	6	6	PCS.	20	65	1,292

10	Demonstration lever	0	8	6	6	PCS.	20	65	1,292
11	Vessels communicating	0	8	6	6	PCS.	20	65	1,292
12	Demonstration pouring glass	0	8	6	6	PCS.	20	65	1,292
13	Newton tube	0	8	6	6	PCS.	20	65	1,292
14	Pascal's ball	0	8	6	6	PCS.	20	65	1,292
	Demonstration instruments. Molecular physics								7,049
1	Demonstration kit on molecular physics and thermal phenomena	0	8	6	6	Set	20	59	1,175
2	Demonstration kit for gas laws	0	8	6	6	Set	20	59	1,175
3	Set of capillaries	0	8	6	6	Set	20	59	1,175
4	Tube for demonstrating convection in a liquid	0	8	6	6	PCS.	20	59	1,175
5	Lead cylinders with plow	0	8	6	6	Set	20	59	1,175
6	Ball with a ring	0	8	6	6	Set	20	59	1,175
	Demonstration instruments. Electrodynamics and sound waves								29,722
1	high voltage source	0	8	6	6	PCS.	20	53	1,057
2	Van de Graaff generator	0	8	6	6	PCS.	20	53	1,057
3	Dosimeter	0	8	6	6	PCS.	20	53	1,057
4	Tuning forks on resonant boxes	0	8	6	6	Set	20	53	1,057
5	A set of instruments and accessories for demonstrating the properties of electromagnetic waves	0	8	6	6	Set	20	53	1,057
6	A set of instruments for studying the principles of radio reception and radio transmission	0	8	6	6	Set	20	53	1,057
7	Wire kit	0	8	6	6	Set	20	53	1,057
8	Magnet arcuate	0	8	6	6	PCS.	20	53	1,057
9	Demonstration strip magnet	0	8	6	6	PCS.	20	53	1,057
10	Electrophore machine	0	8	6	6	PCS.	20	53	1,057
11	Electrostatic pendulum	0	8	6	6	PCS.	20	53	1,057
12	Set for the study of the Earth's magnetic field	0	8	6	6	Set	20	53	1,057
13	Demonstration set for the magnetic field of ring currents	0	8	6	6	Set	20	53	1,057
14	Semiconductor Demo Kit	0	8	6	6	Set	20	53	1,057
15	DC demonstration kit	0	8	6	6	Set	20	53	1,057
16	Demonstration kit for electric current in vacuum	0	8	6	6	Set	20	53	1,057
17	Electrodynamics demo kit	0	8	6	6	Set	20	53	1,057
18	Set for demonstration of magnetic fields	0	8	6	6	Set	20	53	1,057
19	Set for demonstration of electric fields	0	8	6	6	Set	20	53	1,057
20	Educational transformer	0	8	6	6	PCS.	20	53	1,057
21	glass stick	0	8	6	6	PCS.	20	53	1,057
22	ebonite stick	0	8	6	6	PCS.	20	53	1,057
23	Lenz device	0	8	6	6	PCS.	20	53	1,057
24	Magnetic arrows on tripods	0	8	6	6	PCS.	20	76	1,527
25	Sultan electrostatic	0	8	6	6	PCS.	20	76	1,527
26	Isolating tripods	0	8	6	6	Set	20	41	822
27	Electromagnet collapsible	0	8	6	6	PCS.	20	76	1,527

	Demonstration teaching aids								1,762
1	A set of portraits for office decoration	0	8	6	6	Set	20	29	587
2	A set of visual aids for permanent use	0	8	6	6	Set	20	29	587
3	Set of demo training tables	0	8	6	6	Set	20	29	587
	Furniture/ Equipment of the physics laboratory								33,012
1	Teacher's table	0	8	6	6	PCS.	20	176	3,524
2	Teacher's chair	0	8	6	6	PCS.	20	141	2,819
3	Table laboratory washing	0	8	6	6	PCS.	20	258	5,169
4	Drying panel for dishes	0	8	6	6	PCS.	20	59	1,175
5	Cabinet for teaching aids	0	8	6	6	PCS.	20	164	3,289
6	Cupboard for storage of utensils	0	8	6	6	PCS.	20	305	6,109
7	Poster cabinet	0	8	6	6	PCS.	20	53	1,057
8	laboratory table	0	8	6	6	PCS.	20	352	7,049
9	Swivel laboratory chair	0	8	6	6	PCS.	20	141	2,819
Chemistry room and Laboratory									177,581
	Specialized office furniture and storage systems								104,274
1	Blackboard	0	8	6	6	PCS.	20	115	2,303
2	Demonstration tables set	0	8	6	6	PCS.	20	141	2,819
3	Demonstration laboratory table (with protective, chemical-resistant and heat-resistant coating, sink, water inlet and outlet, plumbing fixtures, electrical sockets, emergency power off machines)	0	8	6	6	PCS.	20	141	2,819
4	Teacher's chair	0	8	6	6	PCS.	20	141	2,819
5	Student's table for a chemistry classroom	0	96	72	72	PCS.	240	211	50,751
6	Height-adjustable student chair	0	192	144	144	PCS.	480	70	33,834
7	Storage cabinet with pull-out display shelves	0	8	6	6	PCS.	20	188	3,759
8	Cabinet for teaching aids	0	8	6	6	PCS.	20	164	3,289
9	Spreadsheet and poster storage system	0	8	6	6	PCS.	20	47	940
10	cork board	0	8	6	6	PCS	20	47	940
	Demonstration equipment and instruments for the office and laboratory								22,203
1	Electronic scales with USB adapter	0	8	6	6	PCS.	20	53	1,057
2	Lifting table	0	8	6	6	PCS.	20	53	1,057
3	Demo centrifuge	0	8	6	6	PCS.	20	53	1,057
4	Demonstration chemical stand	0	8	6	6	PCS.	20	53	1,057
5	Apparatus for carrying out chemical reactions	0	8	6	6	PCS.	20	53	1,057
6	Kipp apparatus	0	8	6	6	PCS.	20	53	1,057
7	Eudiometer	0	8	6	6	PCS.	20	53	1,057
8	High voltage generator (source)	0	8	6	6	PCS.	20	53	1,057
9	Burner universal	0	8	6	6	PCS.	20	53	1,057
10	Device for illustrating the dependence of the rate of chemical reactions on environmental conditions	0	8	6	6	PCS.	20	53	1,057
11	Demo electrolysis kit	0	8	6	6	PCS.	20	53	1,057

12	Device for experiments in chemistry with electric current (laboratory)	0	8	6	6	PCS.	20	53	1,057
13	Device for the oxidation of alcohol over a copper catalyst	0	8	6	6	PCS.	20	53	1,057
14	Demonstration device for obtaining haloalkanes	0	8	6	6	PCS.	20	53	1,057
15	Apparatus for obtaining soluble substances in solid form	0	8	6	6	PCS.	20	53	1,057
16	Vacuum Filtration Plant	0	8	6	6	PCS.	20	53	1,057
17	Device for determining the composition of air	0	8	6	6	PCS.	20	53	1,057
18	Device for illustrating the law of conservation of mass of substances	0	8	6	6	PCS.	20	53	1,057
19	Plant for the distillation of substances	0	8	6	6	PCS.	20	53	1,057
20	Apparatus for obtaining soluble solids PRV	0	8	6	6	PCS.	20	53	1,057
21	Aneroid barometer	0	8	6	6	PCS.	20	53	1,057
	Laboratory chemical glassware for cabinet and laboratory								9,046
1	Set for demonstration experiments in chemistry universal	0	8	6	6	PCS.	20	41	822
2	Petri dish set	0	8	6	6	PCS.	20	41	822
3	Petri dish set	0	8	6	6	PCS.	20	41	822
4	Desiccator	0	8	6	6	PCS.	20	41	822
5	Test tube rack 10 pockets (polyethylene)	0	8	6	6	PCS.	20	41	822
6	Chemistry laboratory stand	0	8	6	6	PCS.	20	41	822
7	Label set for chemical glassware tray	0	8	6	6	PCS.	20	41	822
8	Set of brushes for washing chemical dishes	0	8	6	6	PCS.	20	41	822
9	Personal protective equipment kit	0	8	6	6	PCS.	20	41	822
10	Thermometer set	0	8	6	6	PCS.	20	41	822
11	Drying panel for dishes	0	8	6	6	PCS.	20	41	822
	Demonstration teaching aids								6,344
1	Set of portraits of great chemists	0	8	6	6	Set	20	53	1,057
2	Visual exhibition aids	0	8	6	6	Set	20	53	1,057
3	Periodic system of chemical elements of D.I. Mendeleev (table)	0	8	6	6	PCS.	20	53	1,057
4	A series of tables on inorganic chemistry (changeable exposition)	0	8	6	6	Set	20	53	1,057
5	A series of tables on organic chemistry (changeable exposition)	0	8	6	6	Set	20	53	1,057
6	A series of tables on chemical production (shifting exposure)	0	8	6	6	Set	20	53	1,057
	Chemistry laboratory Furniture and accessories								35,714
1	Teacher's table	0	8	6	6	PCS.	20	176	3,524
2	Teacher's chair	0	8	6	6	PCS.	20	141	2,819
3	Table laboratory washing	0	8	6	6	PCS.	20	141	2,819
4	Drying panel for dishes	0	8	6	6	PCS.	20	59	1,175
5	Cabinet for teaching aids	0	8	6	6	PCS.	20	164	3,289
6	Cabinet for storage of chemical reagents fireproof	0	8	6	6	PCS.	20	59	1,175
7	Cabinet for storage of chemical reagents	0	8	6	6	PCS.	20	59	1,175
8	Cupboard for storage of utensils	0	8	6	6	PCS.	20	141	2,819
9	Fume hood	0	8	6	6	PCS.	20	176	3,524

10	Spreadsheet and poster storage system	0	8	6	6	PCS.	20	59	1,175
11	laboratory table	0	8	6	6	PCS.	20	141	2,819
12	Swivel laboratory chair	0	8	6	6	PCS.	20	141	2,819
13	Electric water distiller	0	8	6	6	PCS.	20	164	3,289
14	Drying cabinet	0	8	6	6	PCS.	20	141	2,819
15	Rubber gloves	0	8	6	6	Steam	20	23	470
Cabinet of biology and ecology									180,823
	Specialized furniture and storage systems								105,684
1	Blackboard	0	8	6	6	PCS.	20	115	2,303
2	Teacher's table	0	8	6	6	PCS.	20	211	4,229
3	Teacher's chair	0	8	6	6	PCS.	20	141	2,819
4	Table student double adjustable in height	0	96	72	72	PCS.	240	211	50,751
5	Height-adjustable student chair	0	192	144	144	PCS.	480	70	33,834
6	Table laboratory	0	8	6	6	PCS.	20	141	2,819
7	Storage cabinet with pull-out shelves	0	8	6	6	PCS.	20	188	3,759
8	Cabinet for teaching aids	0	8	6	6	PCS.	20	164	3,289
9	System for storing and displaying tables and posters	0	8	6	6	PCS.	20	47	940
10	cork board	0	8	6	6	PCS	20	47	940
	Demonstration equipment and instruments								11,748
1	Demonstration set of wet preparations	0	8	6	6	Set	20	59	1,175
2	Demonstration set of herbariums of the Republic of Tajikistan	0	8	6	6	Set	20	59	1,175
3	Demonstration set of collections of the Republic of Tajikistan	0	8	6	6	Set	20	59	1,175
4	Binocular digital microscope (with camera)	0	8	6	6	PCS.	20	59	1,175
5	Video camera for working with optical devices	0	8	6	6	PCS.	20	59	1,175
6	Demonstration microscope	0	8	6	6	PCS.	20	59	1,175
7	A device for demonstrating the water properties of the soil	0	8	6	6	PCS.	20	59	1,175
8	Device for demonstrating the absorption of water by roots	0	8	6	6	PCS.	20	59	1,175
9	Device for detecting respiratory gas exchange in plants and animals	0	8	6	6	PCS.	20	59	1,175
10	A device for comparing carbon dioxide in inhaled and exhaled air	0	8	6	6	PCS.	20	59	1,175
Laboratory and technological equipment (laboratory equipment, devices, sets for the experiment, tools)									30,732
1	set of chemical glassware and accessories for biology for demonstration work	0	8	6	6	PCS.	20	70	1,410
2	A set of slides on anatomy, botany, zoology, general biology.	0	8	6	6		20	70	1,410
3	Set of micropreparations "Anatomy"	0	8	6	6	PCS.	20	70	1,410
4	Set of micropreparations "Botany 1"	0	8	6	6	PCS.	20	70	1,410
5	Set of micropreparations "Botany 2"	0	8	6	6	PCS.	20	70	1,410
6	Set of micropreparations "Zoology"	0	8	6	6	PCS.	20	70	1,410
7	Set of micropreparations "General biology"	0	8	6	6	PCS.	20	70	1,410
8	Digital Biology Lab for Student	0	32	24	36	Set	92	70	6,485
9	School microscope with illumination	0	32	24	36	PCS.	92	70	6,485

10	Video camera for working with optical devices	0	8	6	6	PCS.	20	70	1,410
11	Biology microscope kit	0	32	24	36	PCS.	92	70	6,485
	Models, dummies, applications								6,344
1	Demonstration set of appliqué models	0	8	6	6	Set	20	53	1,057
2	Demonstration set of anatomical models	0	8	6	6	Set	20	53	1,057
3	Set of paleontological dummies	0	8	6	6	Set	20	53	1,057
4	Demonstration set of botanical models	0	8	6	6	Set	20	53	1,057
5	Demonstration set of zoological models	0	8	6	6	Set	20	53	1,057
6	Demo kit	0	8	6	6	Set	20	53	1,057
	Demonstration teaching aids								2,585
1	A set of portraits for office decoration	0	8	6	6	Set	20	65	1,292
2	Set of demo training tables	0	8	6	6	Set	20	65	1,292
	Furniture/ accessories for Laboratory for biology and ecology classroom								23,731
1	Teacher's table	0	8	6	6	PCS.	20	141	2,819
2	Chair for teacher	0	8	6	6	PCS.	20	117	2,350
3	Table laboratory washing	0	8	6	6	PCS.	20	129	2,585
4	Drying panel for dishes	0	8	6	6	PCS.	20	59	1,175
5	Cabinet for teaching aids	0	8	6	6	PCS.	20	258	5,169
6	Cupboard for storage of utensils	0	8	6	6	PCS.	20	59	1,175
7	Stand for posters	0	8	6	6	PCS.	20	47	940
8	laboratory table	0	8	6	6	PCS.	20	235	4,699
9	Swivel laboratory chair	0	8	6	6	PCS.	20	141	2,819
Cabinet of natural sciences.									147,788
Specialized furniture and storage systems									147,788
1	School board five-element	0	8	6	6	PCS.	20	188	3,759
2	Chair for teacher	0	8	6	6	PCS.	20	141	2,819
3	Demonstration table	0	8	6	6	PCS.	20	164	3,289
4	Cabinet for teaching aids	0	8	6	6	PCS.	20	164	3,289
5	Storage cabinet with pull-out shelves	0	8	6	6	PCS.	20	164	3,289
6	Table student double adjustable in height	0	96	72	72	PCS.	240	282	67,668
7	Height-adjustable student chair	0	192	144	144	PCS.	480	117	56,390
8	Cork board	0	8	6	6	PCS	20	47	940
9	System (device) for dimming windows	0	8	6	6	Set	20	70	1,410
10	Panoramic movable fume hood	0	8	6	6	PCS.	20	59	1,175
11	laboratory table	0	8	6	6	PCS.	20	141	2,819
12	Wall stands	0	8	6	6	PCS.	20	47	940
Mathematics room									163,554
	Specialized furniture and storage systems								147,741
1	Blackboard	0	8	6	6	PCS.	20	115	2,303
2	Teacher's table	0	8	6	6	PCS.	20	247	4,934
3	Teacher's chair	0	8	6	6	PCS.	20	247	4,934
4	Table student double adjustable in height	0	96	72	72	PCS.	240	282	67,668

5	Height-adjustable student chair	0	192	144	144	PCS.	480	117	56,390
6	Cabinet for teaching aids	0	8	6	6	PCS.	20	188	3,759
7	Storage cabinet with pull-out display shelves	0	8	6	6	PCS.	20	59	1,175
8	System for storing and displaying tables and posters	0	8	6	6	PCS.	20	47	940
9	Cabinet for tables under the board	0	8	6	6	PCS.	20	47	940
10	Set of drawing equipment and fixtures	0	8	6	6	Set	20	70	1,410
11	cork board	0	8	6	6	PCS	20	47	940
12	System (device) for dimming windows	0	8	6	6	Set	20	70	1,410
13	Information and thematic stand	0	8	6	6	PCS.	20	47	940
	Demonstration equipment and instruments								376
1	Demonstration meter	0	8	6	6	PCS.	20	9	188
2	mechanical tape measure	0	8	6	6	PCS.	20	9	188
	Models								11,630
1	Set of transparent geometric solids with sections	0	8	6	6	Set	20	65	1,292
2	Set of wooden geometric bodies	0	8	6	6	Set	20	65	1,292
3	Model-application on sets	0	8	6	6	PCS.	20	65	1,292
4	Model-application along the number line	0	8	6	6	PCS.	20	65	1,292
5	Volume unit models	0	8	6	6		20	65	1,292
6	Set for three-dimensional representation of fractions in the form of cubes and balls	0	8	6	6	Set	20	65	1,292
7	A set of basic mathematics, design and modeling for the classroom	0	8	6	6	Set	20	65	1,292
8	Parts of a whole on a circle. simple fractions	0	8	6	6	Set	20	65	1,292
9	A set of models for laboratory work on stereometry	0	8	6	6	Set	20	65	1,292
	Visual Aids								3,806
1	A set of visual aids for permanent use	0	12	12	12	Set	36	53	1,903
2	Set of demo training tables	0	12	12	12	Set	36	53	1,903
Informatics cabinet									417,537
	Specialized furniture and storage systems								401,913
1	Blackboard	33	8	6	6	PCS.	53	112	5,915
2	Teacher's table	33	8	6	6	PCS.	53	258	13,698
3	Teacher's chair	33	8	6	6	PCS.	53	258	13,698
4	Table student double adjustable in height	396	96	72	72	PCS.	636	282	179,320
5	Swivel chair with adjustable height	792	192	144	144	PCS.	1272	117	149,433
6	Cabinet for teaching aids	33	8	6	6	PCS.	53	258	13,698
7	Storage cabinet with pull-out display shelves	33	8	6	6	PCS.	53	282	14,943
8	Set of drawing equipment and fixtures	33	8	6	6	Set	53	47	2,491
9	cork board	33	8	6	6	PCS	53	47	2,491
10	System (device) for dimming windows	33	8	6	6	Set	53	70	3,736
11	Information and thematic stand	33	8	6	6	PCS.	53	47	2,491
	Demonstration teaching and visual aids								15,625
1	Set of demo training tables	330	80	50	72	Set	532	29	15,625

Homeconomics Room/ Cabinet									366,670
	Specialized furniture and storage systems (sewing)								144,969
1	Three-element wall board for writing with chalk and marker	0	8	6	6	PCS.	20	164	3,289
2	Table for sewing equipment	0	96	72	72	PCS.	240	282	67,668
3	Working stool (screw mechanism for seat height adjustment)	0	192	144	144	PCS.	480	117	56,390
4	Table for drawing, patterns and cutting	0	8	6	6	PCS.	20	117	2,350
5	Teacher's table	0	8	6	6	PCS.	20	164	3,289
6	Teacher's chair	0	8	6	6	PCS.	20	129	2,585
7	Storage cabinet with pull-out shelves	0	8	6	6	PCS.	20	164	3,289
8	Cabinet for teaching aids	0	8	6	6	PCS.	20	141	2,819
9	System for storing and displaying tables and posters	0	8	6	6	PCS.	20	47	940
10	cork board	0	8	6	6	PCS	20	47	940
11	System (device) for dimming windows	0	8	6	6	Set	20	70	1,410
	Housekeeping (cooking)								47,978
	Laboratory technological equipment (housekeeping/ cooking)								46,804
1	Electric stove with oven	0	8	6	6	PCS.	20	294	5,874
2	Hood	0	8	6	6	PCS.	20	164	3,289
3	Fridge	0	8	6	6	PCS.	20	352	7,049
4	Microwave	0	8	6	6	PCS.	20	235	4,699
5	Mixer	0	8	6	6	PCS.	20	23	470
6	Electric meat grinder	0	8	6	6	PCS.	20	117	2,350
7	Blender	0	8	6	6	PCS.	20	117	2,350
8	Electric kettle	0	8	6	6	PCS.	20	59	1,175
9	Scales desktop electronic kitchen	0	8	6	6	PCS.	20	59	1,175
10	Cutlery set	0	8	6	6	PCS.	20	59	1,175
11	Set of kitchen knives	0	8	6	6	PCS.	20	117	2,350
12	Cutting board set	0	8	6	6	PCS.	20	59	1,175
13	Cooking utensils set	0	8	6	6	PCS.	20	294	5,874
14	Set of cooking utensils	0	8	6	6	PCS.	20	141	2,819
15	Dinner service for 6 persons.	0	8	6	6	PCS.	20	59	1,175
16	Tea service for 6 persons	0	8	6	6	PCS.	20	59	1,175
17	Coffee service for 6 persons	0	8	6	6	PCS.	20	117	2,350
18	Measuring cup for bulk products and liquids	0	8	6	6	PCS.	20	7	141
19	Grater	0	8	6	6	PCS.	20	7	141
	Demonstration teaching & visual aids						0		1,175
1	Cooking demonstration tables set	0	8	6	6	comp.	20	29	587
2	A set of teaching aids and reference books on cooking	0	8	6	6	comp.	20	29	587
	Joinery								173,723
	Specialized furniture and storage systems								148,916
1	Blackboard	0	8	6	6	PCS.	20	115	2,303
2	Teacher's table	0	8	6	6	PCS.	20	164	3,289
3	Teacher's chair	0	8	6	6	PCS.	20	141	2,819

4	Table student double adjustable in height	0	96	72	72	PCS.	240	282	67,668
5	Height-adjustable student chair	0	192	144	144	PCS.	480	117	56,390
6	Storage cabinet with pull-out shelves	0	8	6	6	PCS.	20	211	4,229
7	Cabinet for teaching aids	0	8	6	6	PCS.	20	188	3,759
8	Metal cabinet for tools	0	8	6	6	PCS.	20	70	1,410
9	System for storing and displaying tables and posters	0	8	6	6	PCS.	20	70	1,410
10	Workbench joiner's student	0	8	6	6	PCS.	20	70	1,410
11	cork board	0	8	6	6	PCS	20	70	1,410
12	System (device) for dimming windows	0	8	6	6	Set	20	70	1,410
13	Metal table for machine	0	8	6	6	PCS.	20	70	1,410
	Laboratory technological equipment, tools and safety equipment						*0*		24,219
1	Sharpening machine	0	8	6	6	PCS.	20	59	1,175
2	Drilling machine	0	8	6	6	PCS.	20	65	1,292
3	Woodworking lathe	0	8	6	6	PCS.	20	65	1,292
4	Cordless drill driver	0	8	6	6	PCS.	20	94	1,880
5	Electric extension cord	0	8	6	6	PCS.	20	14	282
6	Electric soldering iron	0	8	6	6	PCS.	20	26	517
7	Wood burner	0	8	6	6	PCS.	20	14	282
8	Set of wooden tools	0	8	6	6	Set	20	14	282
9	Set of metal rulers	0	8	6	6	PCS.	20	14	282
10	folding meter	0	8	6	6	PCS.	20	9	188
11	Roulette	0	8	6	6	PCS.	20	9	188
12	Joiner's square	0	8	6	6	PCS.	20	7	141
13	Calipers	0	8	6	6	PCS.	20	7	141
14	Goggles	0	8	6	6	PCS.	20	7	141
15	Protective front shield	0	8	6	6	PCS.	20	7	141
16	Protective apron	0	8	6	6	PCS.	20	7	141
17	Individual dressing package	0	8	6	6	PCS.	20	7	141
18	First aid kit industrial	0	8	6	6	PCS.	20	7	141
19	Drill hand	0	8	6	6	PCS.	20	41	822
20	Jigsaw training	0	8	6	6	PCS.	20	21	423
21	Jigsaw saw set	0	8	6	6	PCS.	20	12	235
22	Plane	0	8	6	6	PCS.	20	14	282
23	Wood saw	0	8	6	6	PCS.	20	12	235
24	Rasp set	0	8	6	6	PCS.	20	18	352
25	File set	0	8	6	6	PCS.	20	21	423
26	Wood cutter set	0	8	6	6	PCS.	20	21	423
27	Ticks	0	We 8	6	6	PCS.	12	21	254
28	Set of locksmith hammers	0	8	6	6	PCS.	20	21	423
29	Bit	0	8	6	6	PCS.	20	21	423
30	Chisel	0	8	6	6	PCS.	20	21	423
31	Wooden mallet	0	8	6	6	PCS.	20	21	423

32	Rubber mallet	0	8	6	6	PCS.	20	21	423
33	Small ax	0	8	6	6	PCS.	20	21	423
34	Ax big	0	8	6	6	PCS.	20	21	423
35	Two-handed saw	0	8	6	6	PCS.	20	21	423
36	Spatula set	0	8	6	6	PCS.	20	21	423
37	Wood drill set	0	8	6	6	PCS.	20	21	423
38	Metal drill set	0	8	6	6	PCS.	20	21	423
39	Set of brushes	0	8	6	6	PCS.	20	21	423
40	Sanding paper set	0	8	6	6	PCS.	20	21	423
41	PVA glue	0	8	6	6	PCS.	20	21	423
42	Lacquer furniture	0	8	6	6	PCS.	20	21	423
43	wood stain	0	8	6	6	PCS.	20	21	423
44	Carpenter's pencil set	0	8	6	6	PCS.	20	21	423
45	Designer of modular machines for metal work	0	8	6	6	PCS.	20	21	423
46	Set of numerical control for the designer of modular machines	0	8	6	6	PCS.	20	21	423
47	Laser cutting machine	0	8	6	6	PCS.	20	21	423
48	Nail puller	0	8	6	6	PCS.	20	21	423
49	A hammer	0	8	6	6	PCS.	20	21	423
50	CNC Engraving Milling Machine	0	8	6	6	PCS.	20	141	2,819
	Demonstration teaching and visual aids								587
1	Joinery table sets	0	8	6	6	Set	20	29	587
								Total	2,267,024

Equipment for Sports Complex									
No.	Name	Number for 240 students X 33 schools	Quantity for 320 students X8 schools	Number for 450 students X6 schools	Number for 640 students X 6 schools	Unit rev.	Total quantity	Unit price in US dollars	Total price in USD
	Equipment of the universal sports hall								7,049
1	A set of benches and storage systems for students	0	8	6	6	PCS.	20	235	4,699
2	Inventory racks	0	8	6	6	PCS	20	117	2,350
	Sports games								42,762
1	Universal volleyball posts on extensions (for volleyball, badminton, tennis) with tension mechanism, protector and volleyball net.	0	8	6	6	comp.	20	59	1,175

Equipment for Sports Complex									
No.	Name	Number for 240 students X 33 schools	Quantity for 320 students X8 schools	Number for 450 students X6 schools	Number for 640 students X 6 schools	Unit rev.	Total quantity	Unit price in US dollars	Total price in USD
2	Collapsible goals for handball, mini-football (set of 2 goals with protectors and nets)	0	8	6	6	comp.	20	352	7,049
3	Basketball ball No. 7 training	0	40	30	30	PCS.	100	23	2,350
4	Basketball ball No. 7 for competitions	0	40	30	30	PCS.	100	35	3,524
5	Basketball ball number 5	0	40	30	30	PCS.	100	41	4,112
6	Football ball No. 5 training	0	40	30	30	PCS.	100	41	4,112
7	Football ball number 5 for competitions	0	40	30	30	PCS.	100	41	4,112
8	Volleyball training ball	0	40	30	30	PCS.	100	41	4,112
9	Volleyball for competitions	0	40	30	30	PCS.	100	41	4,112
10	Football ball №4	0	40	30	30	PCS.	100	41	4,112
11	Ball pump	0	16	12	12	PCS.	40	23	940
12	Game vest	0	16	12	12	PCS.	40	12	470
13	Ball storage trolley	0	16	12	12	PCS.	40	18	705
14	Ball storage net	0	16	12	12	PCS.	40	23	940
15	Cone with sleeve, stick and flag	0	16	12	12	PCS.	40	23	940
	Gymnastics, fitness, general physical training								45,112
1	Rigid gymnastic bench	0	16	12	12	PCS.	40	247	9,868
2	Gymnastic mat straight	0	16	12	12	PCS.	40	94	3,759
3	Spring-loaded gymnastic bridge	0	8	6	6	PCS.	20	94	1,880
4	Beam gymnastic floor 3m	0	8	6	6	PCS.	20	94	1,880
5	Wall bar gymnastic	0	8	6	6	PCS.	20	94	1,880
6	Wall console for ropes and poles (3 hooks)	0	8	6	6	PCS.	20	94	1,880
7	climbing rope	0	8	6	6	PCS.	20	94	1,880
8	climbing pole	0	8	6	6	PCS.	20	94	1,880

Equipment for Sports Complex									
No.	Name	Number for 240 students X 33 schools	Quantity for 320 students X8 schools	Number for 450 students X6 schools	Number for 640 students X 6 schools	Unit rev.	Total quantity	Unit price in US dollars	Total price in USD
9	Crossbar hinged universal	0	8	6	6	PCS.	20	59	1,175
10	Hinged bars	0	8	6	6	PCS.	20	247	4,934
11	Projectile "Board inclined hinged"	0	8	6	6	PCS.	20	59	1,175
12	Mounted simulator for the press	0	8	6	6	PCS.	20	59	1,175
13	Mounted exercise machine for the back "Hyperextension"	0	8	6	6	PCS.	20	258	5,169
14	Group Workout Kit (Mobile Shelf)	0	8	6	6	Comp	20	329	6,579
Basketball									27,255
1	Basketball ring	0	8	6	6	PCS	20	35	705
2	Basketball net	0	8	6	6	PCS	20	59	1,175
3	Mobile basketball stand (for children)	0	8	6	6	Set	20	376	7,519
4	Mobile basketball stand	0	8	6	6	PCS	20	211	4,229
5	Stationary basketball stand	0	8	6	6	PCS	20	211	4,229
6	Basketball backboard truss	0	8	6	6	PCS	20	94	1,880
7	Basketball backboard	0	8	6	6	PCS	20	376	7,519
Volleyball									1,645
1	Antennas with mesh pocket (pair)	0	8	6	6	PCS	20	35	705
2	Tower judicial universal	0	8	6	6	PCS	20	47	940
Table tennis									3,289
1	Table tennis ball	0	8	6	6	PCS.	20	6	117
2	Rackets for table tennis	0	8	6	6	PCS.	20	12	235
3	Grid	0	8	6	6	PCS.	20	6	117
4	Amateur tennis table	0	8	6	6	PCS.	20	141	2,819
Chess and checkers									7,871

Equipment for Sports Complex									
No.	Name	Number for 240 students X 33 schools	Quantity for 320 students X8 schools	Number for 450 students X6 schools	Number for 640 students X 6 schools	Unit rev.	Total quantity	Unit price in US dollars	Total price in USD
1	Chess set	0	40	30	30	Set	100	29	2,937
2	Checkers set	0	40	30	30	Set	100	23	2,350
3	chess clock	0	40	30	30	PCS.	100	26	2,585
								Total	134,983

List of equipment for Administrative Offices/ Specialized Rooms etc									
Entrance zone/Specialized furniture and storage systems								-	47,132
1	Modular sofa	33	8	6	12	PCS.	59	235	13,862
2	Bulletin board	33	8	6	12	PCS.	59	94	5,545
3	Rack modular reception / security	33	8	6	12	PCS.	59	164	9,704
4	Chair for administrator	33	8	6	12	PCS.	59	305	18,021
Wardrobe								-	34,210
1	Wardrobe system with hangers	66	16	12	18	PCS.	112	94	10,526
2	Shoe storage box	66	16	12	18	PCS	112	117	13,158
3	Mirror large safety	66	16	12	18	PCS.	112	94	10,526
Library Hall								-	836,097
1	Librarian's desk with cabinet and drawers	33	8	6	6	PCS.	53	258	13,698
2	Armchair for the librarian	33	8	6	6	PCS.	53	188	9,962
3	Double-sided library shelving	33	8	24	36	PCS.	101	211	21,358
4	Library display rack	33	8	6	12	PCS.	59	282	16,635
5	One-sided library shelving	33	8	6	12	PCS.	59	94	5,545
6	Corner rack	33	8	6	6	PCS.	53	94	4,981
7	Benefit Desk	33	8	6	6	PCS.	53	70	3,736

Equipment for Sports Complex									
No.	Name	Number for 240 students X 33 schools	Quantity for 320 students X8 schools	Number for 450 students X6 schools	Number for 640 students X 6 schools	Unit rev.	Total quantity	Unit price in US dollars	Total price in USD
8	Card file	33	8	6	6	PCS.	53	70	3,736
9	Table - library barrier	33	8	6	6	PCS.	53	305	16,189
10	Reading room table for students with adjustable height	198	48	48	60	PCS.	354	188	66,540
11	Computer table	198	48	48	60	PCS.	354	117	41,587
12	Height-adjustable student chair	396	96	96	120	PCS.	708	446	316,065
13	Reading chairs	396	96	96	120	PCS.	708	446	316,065
Multifunctional assembly hall/Specialized furniture								-	888,868
1	Chair	0	2000	2400	3600	PCS.	8000	106	845,847
2	Tribune	0	8	6	6	PCS.	20	117	2,350
3	Table in the presidium	0	16	30	24	PCS.	70	176	12,335
4	Chair in the presidium	0	32	48	24	PCS.	104	94	9,774
5	Storage systems for lighting and acoustic equipment	0	8	6	6	PCS.	20	329	6,579
6	Multimedia tribune for presentations	0	8	6	6	set	20	294	5,874
7	System (device) for dimming windows (in case of absence in the design and estimate documentation)	0	8	6	6	Set	20	164	3,289
8	controlled video camera	0	8	6	6	PCS.	20	141	2,819
Canteen and catering department/Specialized dining room furniture and equipment								-	309,956
1	Table	0	60	60	60	PCS.	180	235	42,292
2	Ergonomic dining chair with backrest	0	160	240	320	PCS.	720	70	50,751
3	distribution line	0	8	6	6	PCS.	20	94	1,880
4	Individual set of dishes	0	160	240	320	PCS.	720	117	84,585

Equipment for Sports Complex									
No.	Name	Number for 240 students X 33 schools	Quantity for 320 students X8 schools	Number for 450 students X6 schools	Number for 640 students X 6 schools	Unit rev.	Total quantity	Unit price in US dollars	Total price in USD
5	Bactericidal irradiator (in proportion to the volume of the dining room)	0	8	6	6	Set	20	352	7,049
6	Supply and exhaust umbrella	0	14	12	12	PCS	38	329	12,500
7	Stove el.4 komf.s zharoch. closet,	0	8	6	6	PCS	20	329	6,579
8	Universal kitchen machine, desktop included	0	8	6	6	PCs	20	258	5,169
9	Cooking boiler	0	8	6	6	PCS	20	188	3,759
10	Electric boiler	0	8	6	6	PCS	20	94	1,880
11	Refrigeration chamber	0	8	6	6	PCS	20	188	3,759
12	Refrigerating cabinet, combined	0	8	6	6	PCS	20	235	4,699
13	Boiler stand,	0	8	6	6	PCS	20	47	940
14	Washing bath	0	8	6	12	PCS	26	235	6,109
15	Industrial sink	0	8	6	6	PCS	20	141	2,819
16	Production table	0	8	6	12	PCS	26	294	7,636
17	Bakery cabinet	0	8	6	12	PCS	26	235	6,109
18	flour sifter	0	8	6	12	PCS	26	35	916
19	dough mixer	0	8	6	12	PCS	26	141	3,665
20	Chest freezer	0	8	6	12	PCS	26	352	9,163
21	Table for collecting food waste	0	8	6	12	PCS	26	70	1,833
22	Meat grinder	0	8	6	12	PCS	26	258	6,720
23	Inventory cabinet,	0	8	6	12	PCS	26	211	5,498
24	Wall cassette for plates	0	8	6	12	PCS	26	211	5,498
25	Rack	0	8	6	12	PCS	26	235	6,109
26	Wooden wall rack,	0	8	6	12	PCS	26	23	611

Equipment for Sports Complex									
No.	Name	Number for 240 students X 33 schools	Quantity for 320 students X8 schools	Number for 450 students X6 schools	Number for 640 students X 6 schools	Unit rev.	Total quantity	Unit price in US dollars	Total price in USD
27	wooden pedestal,	0	8	6	12	PCS	26	23	611
28	Desktop scales, dial	0	8	6	12	PCS	26	59	1,527
29	hand dryer	0	8	6	12	PCS	26	35	916
30	Dining room equipment	0	8	6	12	PCS	26	294	7,636
31	Electric bread slicer	0	8	6	12	PCS	26	47	1,222
32	Slicer table	0	8	6	12	PCS	26	70	1,833
33	Pot set	0	8	6	12	PCS	26	176	4,582
34	Tray	0	80	120	140	PCS	340	8	2,796
35	First aid kit universal for first aid	0	8	6	12	PCS	26	12	305
Administrative offices/Director's office								-	267,429
1	Executive desk with cabinets and drawers	33	8	6	6	PCS	53	822	43,585
2	Side table (BRIF)	33	8	6	6	PCS	53	294	15,566
3	Conference table for 10 people	33	8	6	6	PCS	53	411	21,792
4	Director's chair with armrests	33	8	6	6	PCS	53	940	49,811
5	Meeting chair	132	32	24	48	PCS	236	294	69,312
6	Closed cabinet with showcases	33	8	6	24	PCS	71	352	25,023
7	Wardrobe	33	8	6	6	PCS	53	376	19,924
8	Safe	33	8	6	6	PCS	53	329	17,434
9	Marker board	33	8	6	6	PCS	53	94	4,981
Office of administrative workers/Specialized furniture and storage system								-	90,282
1	Table with cabinets and drawers	33	8	6	6	PCS	53	294	15,566

Equipment for Sports Complex									
No.	Name	Number for 240 students X 33 schools	Quantity for 320 students X8 schools	Number for 450 students X6 schools	Number for 640 students X 6 schools	Unit rev.	Total quantity	Unit price in US dollars	Total price in USD
2	Employee's chair	33	8	6	6	PCS	53	235	12,453
3	Chair for the visitor	33	8	6	6	PCS	53	235	12,453
4	Cabinet open, closed with showcases	33	8	6	6	PCS	53	258	13,698
5	Closed cabinet with 2 showcases	33	8	6	6	PCS	53	211	11,207
6	Wardrobe with open top shelves	33	8	6	6	PCS	53	235	12,453
7	Wardrobe	33	8	6	6	PCS	53	235	12,453
Teacher's room/Specialized furniture and storage system								-	217,394
1	Wardrobe	33	8	6	6	PCS	53	282	14,943
2	Table	66	12	12	60	PCS	150	188	28,195
3	Teacher's chair	264	60	60	72	PCS	456	211	96,427
4	Sofa	33	8	6	6	PCS	53	294	15,566
5	Closed cabinet with showcases	33	8	6	6	PCS	53	211	11,207
6	Magnetic whiteboard	33	8	6	6	PCS	53	117	6,226
7	Conference table for 10 people	33	8	6	6	PCS	53	376	19,924
8	Coffee table	33	8	6	6	PCS	53	70	3,736
9	conference chair	33	8	6	6	PCS	53	399	21,170
Medical complex								-	26,073
1	Medical scales	33	8	6	6	PCS	53	52	2,740
2	Height meter	33	8	6	6	PCS	53	59	3,113
3	Tonometer with age cuffs	33	8	6	12	PCS	59	59	3,466
4	Stethophonendoscope	33	8	6	12	PCS	59	70	4,159
5	Stopwatch	33	8	6	12	PCS	59	19	1,109

Equipment for Sports Complex									
No.	Name	Number for 240 students X 33 schools	Quantity for 320 students X8 schools	Number for 450 students X6 schools	Number for 640 students X 6 schools	Unit rev.	Total quantity	Unit price in US dollars	Total price in USD
6	Tape measure	33	8	6	6	PCS	53	6	311
9	Mercury glass thermometer	33	8	6	6	PCS	53	8	405
10	Metal spatula	33	8	6	6	PCS	53	7	374
11	Refrigerator pharmaceutical	33	8	6	12	PCS	59	176	10,397
								Total	2,717,441

Component 2: Improving the Quality and Efficiency of Education Services

Component 2: Improving the Quality and Efficiency of Education Services														Total Cost
Subcomponent 2.1: CBE Based Curriculum Reform														
		YEAR 1			YEAR 2			YEAR 3			YEAR 4			
Activity: Curriculum Structure	UoM	Unit cost	# of units	Cost per year	Unit cost	# of units	Cost per year	Unit cost	# of units	Cost per year	Unit cost	# of units	Cost per year	
Budget of logistics and events	Year	100,000.00	1	100,000										100,000
International consultants (fee)	Day	600.00	100	60,000										60,000
International consultants (travel & per diem)	Visit	3,000.00	4	12,000										12,000
National consultants (fee)	Day	200.00	120	24,000										24,000
Translation	Page	25.00	100	2,500										2,500
contractual services (studies, etc.)	Year	25,000.00	1	25,000										25,000
Subtotal				**223,500**										**223,500**
Activity: School for material development														
Budget of logistics and events	Year	100,000.00	1	100,000.00	100,000.00	1	100,000.00							200,000
International consultants (fee)	Day	600.00	200	120,000.00	600.00	200	120,000.00							240,000
International consulatnts (travel & per diem)	Visit	3,000.00	8	24,000.00	3,000.00	8	24,000.00							48,000
National consultants (fee)	Day	200.00	240	48,000.00	200.00	240	48,000.00							96,000
Translation	Page	25.00	300	7,500.00	25.00	300	7,500.00							15,000
contractual servuices (studies, etc.)	Year	25,000.00	1	25,000.00	25,000.00	1	25,000.00							50,000
Subtotal				**324,500**			**324,500**							**649,000**
Activity: Curriculum Framework														
Budget of logistics and events	Year	100,000.00	1	100,000.00	100,000.00	1	100,000.00							200,000
International consultants (fee)	Day	600.00	240	144,000.00	600.00	240	144,000.00							288,000
International consultants (travel & per diem)	Visit	3,000.00	12	36,000.00	3,000.00	12	36,000.00							72,000
National consultants (fee)	Day	200.00	300	60,000.00	200.00	300	60,000.00							120,000

Translation	Page	25.00	200	5,000.00	25.00	200	5,000.00							10,000
contractual services (studies, etc.)	Year	25,000.00	1	25,000.00	25,000.00	1	25,000.00							50,000
Subtotal				**370,000**			**370,000**							**740,000**
Activity: TLMs for Math and Tajik language														
Budget of logistics and events	Year	100,000.00	1	100,000.00	100,000.00	1	100,000.00	100,000.00	1	100,000.00	100,000.00	1	100,000.00	400,000
International consultants (fee)	Day	600.00	200	120,000.00	600.00	200	120,000.00	600.00	200	120,000.00	600.00	200	120,000.00	480,000
International consultants (travel & per diem)	Visit	3,000.00	8	24,000.00	3,000.00	8	24,000.00	3,000.00	8	24,000.00	3,000.00	8	24,000.00	96,000
National consultants (fee)	Day	200.00	240	48,000.00	200.00	240	48,000.00	200.00	240	48,000.00	200.00	240	48,000.00	192,000
Translation	Page	25.00	200	5,000.00	25.00	200	5,000.00	25.00	200	5,000.00	25.00	200	5,000.00	20,000
contractual services (studies, etc.)	Year	25,000.00	1	25,000.00	25,000.00	1	25,000.00	25,000.00	1	25,000.00	25,000.00	1	25,000.00	100,000
Printing textbooks				**0**			0			**0**	2	2,500,000.00	5,000,000	5,000,000
Subtotal				**322,000**			**322,000**			**322,000**			**5,322,000**	**6,288,000**
Activities: Revised curriculum for grades 10-11														
Budget of logistics and events	Year	100,000.00	0.5	50,000.00	100,000.00	1	100,000.00							150,000
International consultants (fee)	Day	600.00	100	60,000.00	600.00	200	120,000.00							180,000
International consulatnts (travel & per diem)	Visit	3,000.00	4	12,000.00	3,000.00	8	24,000.00							36,000
National consultants (fee)	Day	200.00	120	24,000.00	200.00	240	48,000.00							72,000
Translation	Page	25.00	100	2,500.00	25.00	200	5,000.00							7,500
contractual services (studies, etc.)	Year	25,000.00	0.5	12,500.00	25,000.00	1	25,000.00							37,500
Sub-total				**161,000**			**322,000**							**483,000**
Sub-total of 2.1				**1,401,000**			**1,338,500**			**322,000**			**5,322,000**	**8,383,500**
Subcomponent 2.2: Teacher professional development reform														
Activity: Pre-service Teacher education programs														
Budget of logistics and events	year	100,000.00	0.5	50,000.00	100,000.00	1	100,000.00							150,000
International consultants (fee)	day	600.00	60	36,000.00	600.00	120	72,000.00							108,000

International consultants (travel & per diem)	visit	3,000.00	4	12,000.00	3,000.00	8	24,000.00							36,000
National consultants (fee)	day	200.00	80	16,000.00	200.00	160	32,000.00							48,000
Translation	page	25.00	50	1,250.00	25.00	100	2,500.00							3,750
Subtotal				**115,250**			**230,500**							**345,750**
Activity: Pre-service methodology courses														
Budget of logistics and events	year				100,000.00	1	100,000.00	100,000.00	1	100,000.00				200,000
International consultants (fee)	day				600.00	160	96,000.00	600.00	160	96,000.00				192,000
International consultants (travel & per	visit				3,000.00	8	24,000.00	3,000.00	8	24,000.00				48,000
National consultants (fee)	day				200.00	100	20,000.00	200.00	100	20,000.00				40,000
Translation	page				25.00	300	7,500.00	25.00	300	7,500.00				15,000
contractual services (studies, etc.)	year				25,000.00	1	25,000.00	25,000.00	1	25,000.00				50,000
Subtotal							**272,500**			**272,500**				**545,000**
Activity: Implementation of New Model of Padagogical Practicum														
Budget of logistics and events	year						0.00			0.00	100,000.00	1	100,000.00	100,000
International consultants (fee)	day				600.00	40	24,000.00	600.00	80	48,000.00	600.00	40	24,000.00	96,000
International consultants (travel & per	visit				3,000.00	2	6,000.00	3,000.00	4	12,000.00	3,000.00	2	6,000.00	24,000
National consultants (fee)	day				200.00	50	10,000.00	200.00	100	20,000.00	200.00	50	10,000.00	40,000
Translation	page				25.00	100	2,500.00	25.00	200	5,000.00	25.00	100	2,500.00	10,000
contractual services (studies, etc.)	year						0.00	25,000.00	1	25,000.00	25,000.00	1	25,000.00	50,000
Subtotal							**42,500**			**110,000**			**167,500**	**320,000**
Activity: Developing resources to implement CPL														
Budget of logistics and events	year	150,000.00	0.5	75,000.00	150,000.00	1	150,000.00	150,000.00	1	150,000.00	150,000.00	0.5	75,000.00	450,000
International consultants (fee)	day	600.00	160	96,000.00	600.00	320	192,000.00	600.00	320	192,000.00	600.00	320	192,000.00	672,000
International consultants (travel & per diem)	visit	3,000.00	8	24,000.00	3,000.00	16	48,000.00	3,000.00	16	48,000.00	3,000.00	16	48,000.00	168,000
National consultants (fee)	day	200.00	240	48,000.00	200.00	480	96,000.00	200.00	480	96,000.00	200.00	480	96,000.00	336,000
Translation	page	25.00	150	3,750.00	25.00	300	7,500.00	25.00	300	7,500.00	25.00	300	7,500.00	26,250
contractual services (studies, etc.)	visit	150.00	20	3,000.00	150.00	40	6,000.00	150.00	40	6,000.00	150.00	40	6,000.00	21,000

International consultant (local travel)	year			0.00	25,000.00	1	25,000.00	25,000.00	1	25,000.00	25,000.00	1	25,000.00	75,000
Subtotal				**249,750**			**524,500**			**524,500**			**449,500**	**1,748,250**
Activity: Institutionalization of CPL														
Budget of logistics and events	year	100,000.00	0.5	50,000.00	100,000.00	1	100,000.00	100,000.00	0.5	50,000.00				200,000
International consultants (fee)	day	600.00	40	24,000.00	600.00	80	48,000.00	600.00	40	24,000.00				96,000
International consultants (travel & per	visit	3,000.00	2	6,000.00	3,000.00	4	12,000.00	3,000.00	2	6,000.00				24,000
National consultants (fee)	day	200.00	100	20,000.00	200.00	200	40,000.00	200.00	100	20,000.00				80,000
Translation	page	25.00	100	2,500.00	25.00	200	5,000.00	25.00	100	2,500.00				10,000
contractual services (studies, etc.)	year			0.00	60,000.00	1	60,000.00			0.00				60,000
Sub-total				**102,500**			**265,000**			**102,500**				**470,000**
Sub-total of 2.2				**467,500**			**1,335,000**			**1,009,500**			**617,000**	**3,429,000**
Subcomponent 2.3: Learning Assessment and monitoring achievement														
Activity: Learning Assessment and Monitoring Achievment														
Budget of logistics and events	year	100,000.00	1	100,000.00	100,000.00	1	100,000.00	100,000.00	1	100,000.00	100,000.00	1	100,000.00	400,000
Budget of the NLA implementation	year	100,000.00	0	0.00	100,000.00	0	0.00	100,000.00	0.5	50,000.00	100,000.00	0.5	50,000.00	100,000
International consultants (fee)	day	600.00	160	96,000.00	600.00	160	96,000.00	600.00	160	96,000.00	600.00	160	96,000.00	384,000
International consultants (travel & per diem)	visit	3,000.00	6	18,000.00	3,000.00	6	18,000.00	3,000.00	6	18,000.00	3,000.00	6	18,000.00	72,000
National consultants (fee)	day	200.00	0	0.00	200.00	200	40,000.00	200.00	200	40,000.00	200.00	200	40,000.00	120,000
Translation	page	25.00	0	0.00	25.00	0	0.00	25.00	300	7,500.00	25.00	0	0.00	7,500
contractual services (EMIS software)	year	50,000.00	0	0.00	50,000.00	0	0.00	50,000.00	0	0.00	50,000.00	1	50,000.00	50,000
Subtotal				**214,000**			**254,000**			**311,500**			**354,000**	**1,133,500**
Activity: System of school based summative assessment														
Budget of logistics and events	year	100,000.00	1	100,000.00	100,000.00	1	100,000.00	100,000.00	1	100,000.00	100,000.00	1	100,000.00	400,000
International consultants (fee)	day	600.00	160	96,000.00	600.00	160	96,000.00	600.00	160	96,000.00	600.00	160	96,000.00	384,000
International consultants (travel & per diem)	visit	3,000.00	6	18,000.00	3,000.00	6	18,000.00	3,000.00	6	18,000.00	3,000.00	6	18,000.00	72,000
National consultants (fee)	day	200.00	0	0.00	200.00	200	40,000.00	200.00	200	40,000.00	200.00	200	40,000.00	120,000
Translation	page	25.00	0	0.00	25.00	0	0.00	25.00	300	7,500.00	25.00	0	0.00	7,500
contractual services	year	10,000.00	1	10,000.00	10,000.00	1	10,000.00	10,000.00	1	10,000.00	10,000.00	1	10,000.00	40,000

Printing	page	0.03	0	0.00	0.03	0	0.00	0.03	144000	4,320.00	0.03	0	0.00	4,320
Subtotal				**224,000**			**264,000**			**275,820**			**264,000**	**1,027,820**
Activity: Grade scale transition														
Budget of logistics and events	year	100,000.00	0	0.00	100,000.00	0	0.00	100,000.00	0.5	50,000.00	100,000.00	1	100,000.00	150,000
International consultants (fee)	day	600.00	0	0.00	600.00	0	0.00	600.00	40	24,000.00	600.00	80	48,000.00	72,000
International consultants (travel & per	visit	3,000.00	0	0.00	3,000.00	0	0.00	3,000.00	2	6,000.00	3,000.00	3	9,000.00	15,000
National consultants (fee)	day	200.00	0	0.00	200.00	0	0.00	200.00	50	10,000.00	200.00	100	20,000.00	30,000
Translation	page	25.00	0	0.00	25.00	0	0.00	25.00	50	1,250.00	25.00	100	2,500.00	3,750
Subtotal				**0**			**0**			**91,250**			**179,500**	**270,750**
Activity: Quality assurance studies of program effectiveness														
Budget of the research company	study	75,000.00	0	0.00	75,000.00	1	75,000.00	75,000.00	0	0.00	75,000.00	1	75,000.00	150,000
International consultants (fee)	day	600.00	0	0.00	600.00	100	60,000.00	600.00	0	0.00	600.00	100	60,000.00	120,000
Translation	page	25.00	0	0.00	25.00	500	12,500.00	25.00	0	0.00	25.00	500	12,500.00	25,000
Sub-total				**0.00**			**147,500.00**			**0.00**			**147,500.00**	**295,000**
Sub-total of 2.3				**438,000**			**665,500**			**678,570**			**945,000**	**2,727,070**
Subcomponent 2.4: Supervision and monitoring														
Technical support, monitoring and supervision (Project support, operational and program effectiveness cost)														
Program supervision				**207,446.00**			**207,446.00**			**207,446.00**			**207,446.00**	**829,784**
Section Chief Learning and Skills (50%)	person	110,000.00	1	110,000.00	110,000.00	1	110,000.00	110,000.00	1	110,000.00	110,000.00	1	110,000.00	
Education Specialist (Access and	person	18,291.00	1	18,291.00	18,291.00	1	18,291.00	18,291.00	1	18,291.00	18,291.00	1	18,291.00	
Education Specialist (Quality) (50%)	person	30,486.00	1	30,486.00	30,486.00	1	30,486.00	30,486.00	1	30,486.00	30,486.00	1	30,486.00	
Education Officer (CBE)	person	14,969.00	1	14,969.00	14,969.00	1	14,969.00	14,969.00	1	14,969.00	14,969.00	1	14,969.00	
Education Officer (ICT & Digital	person	12,340.00	1	12,340.00	12,340.00	1	12,340.00	12,340.00	1	12,340.00	12,340.00	1	12,340.00	
Program associate (25%*2)	person	8,280.00	2	16,560.00	8,280.00	2	16,560.00	8,280.00	2	16,560.00	8,280.00	2	16,560.00	
Mission (5 days mission per quarter by	mission	1,200.00	4	4,800.00	1,200.00	4	4,800.00	1,200.00	4	4,800.00	1,200.00	4	4,800.00	
Program management				**872,576.00**			**86,757.00**			**86,756.00**			**86,756.00**	**1,132,845**
Program administration, supply	yearly rate	20,620.00	1	20,620.00	20,620.00	1	20,620.00	20,620.00	1	20,620.00	20,620.00	1	20,620.00	
Reporting, monitoring and evaluation -	person	60,000.00	1	60,000.00	60,000.00	1	60,000.00	60,000.00	1	60,000.00	60,000.00	1	60,000.00	
Office rental, transportation,	yearly rate	6,137.00	1	6,137.00	6,137.00	1	6,137.00	6,136.00	1	6,136.00	6,136.00	1	6,136.00	
5% cost recovery	lump sum	0.00	1	785,819.00			0.00			0.00			0.00	
Sub-total				**1,080,022.00**			**294,203.00**			**294,202.00**			**294,202.00**	**1,962,629**
Grand Total				**3,386,522.00**			**3,633,203.00**			**2,304,272.00**			**7,178,202.00**	**16,502,199**

ANNEX-8

Implementation Arrangements/Progress Reporting

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 five operations under IsDB financing, four projects under GPE financing and several projects financed by other development partners. MoES (EA) in general has the experience of managing similar projects.

The EA will be responsible for the overall operational, technical, and financial aspects of the project. Individual consultants will be recruited and placed in the relevant departments/units of the EA responsible for implementation of the components of the project. The EA will provide an office for the project consultant to meetings, and archive of the project documents and placement of the auxiliary staff of the project. The salaries of the individual consultants will be covered under the IsDB financing.

The EA will also be supported by a project supervision consultant for day-to-day management of the project. The individual project management consultants 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 project supervision consultant and individual consultants will submit all disbursement requests and project related reports to IsDB through the EA.

Project management Office Structure and cost Breakdown

Project Management Office (PIG) Budget (US$)

No.	Description	Measure	No. of Months	Rate (US$)	Amount	Financier
					US$	
A. Salary of the PIG staff						
1	PIG Manager	month	60	895	53700	IsDB
2	Project Coordinator/M&E consultant	month	60	750	45000	IsDB
3	CBE Expert/Education Consultant	month	60	600	36,000	IsDB
4	Two Civil Engineers	month	120	600	72,000	IsDB
5	Teacher Professional Development Consultant	Month	60	600	36,000	IsDB
6	Accountant (Dushanbe)	month	60	750	45,000	IsDB
7	Procurement Consultant	month	60	700	42,000	IsDB

8	Environmental Safeguard Specialist	Month	60	600	36,000	IsDB
9	Translator (Dushanbe)	month	60	500	30,000	IsDB
Total: **A**					395,700	IsDB
B. Salary of the PIG Support Staff						
9	Drivers one in Dushanbe + one in the project field	month	120	300	36,000	GOT
10	Secretary/administrator	month	60	400	24,000	GOT
11	Security (1)	month	60	150	9,000	GOT
12	Cleaner (1)	month	60	150	9,000	GOT
	Sub-total				78,000	GOT
13	Social Tax for the PIG Staff (25%)				118,425	GOT
Total: B					196,485	GOT
C. Procurement of car and office equipment for PMU						
1	Cost of two cars	nos.			100,000	IsDB
2	Office equipment (computers, printers, fax, copier, accounting software license and maintenance)	Set			20,000	IsDB
3	Furniture & supply	Set			20,000	IsDB
Total:					140,000	IsDB
D. PIG Operational Expenses						
1	Car's utilities and maintenance	60		400	20,000	IsDB
2	Procurement Ads	60		8,000	10,000	IsDB

2	Communication, internet, & courier	60	297	8,000	IsDB
4	Travel expenses and per diem	60	126	10,000	IsDB
5	Stationery and Utilities	60	100	5,000	IsDB
7	Contingencies	60		20,000	IsDB
Total: D				73,000	IsDB
Total: **A**+C+D at the expense of IDB loan				608,700	IsDB
Total: B At the expense of GOT contribution				196,425	GOT
Total: **A**+B+C+D IDB loan and GOT contribution				805,125	IDB+GOT

Project Implementation timeline:

	Q1 Y1	Q2 Y1	Q3 Y1	Q4 Y1	Q1 Y2	Q2 Y2	Q3 Y2	Q4 Y2	Q1 Y3	Q2 Y3	Q3 Y3	Q4 Y3	Q1 Y4	Q2 Y4	Q3 Y4	Q4 Y4	Q1 Y5	Q2 Y5	Q3 Y5	Q4 Y5
Component 1: Developing Learning Environment through Infrastructure Development and Provision of Equipment and School furniture																				
Recruitment of the Project Implementation Group Members	■	■																		
Recruitment of financial auditing firm			■	■																
Procurement of Civil works					■	■	■	■												
Procurement of equipment and furniture													■	■	■	■	■	■	■	■
Construction of Schools/Education Buildings					■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Procurement of equipment/furniture, & vehicles for PIG	■																			
Component 2: Curriculum																				
2.1. Curriculum framework																				
Conduct the functional review of policy documents dealing with curriculum development/implementation		■	■	■	■	■														
Develop national competency-based curriculum framework, to be approved by the Government of the RT			■	■	■	■	■	■												
Develop an implementation plan to employ national competency-based curriculum framework in developing teaching and learning materials, selecting pedagogical and assessment strategies								■	■	■	■									

2.2. Curriculum Structure	
Conduct the functional review of curriculum development processes, including the functions of all the national agencies involved in the process of designing, developing, implementing, monitoring and evaluation	
Prepare the functional description of the proposed curriculum structure, including its vision, mission and responsibilities	
Describe responsibilities of staff to be employed by the new structure	
Design and implement the capacity building system for the staff employed by the new structure	
Develop the financial model of the new structure	
2.3. School of learning materials development	
Develop a framework for CBE learning materials for all disciplines	
Develop sample CBE units for selected subjects and grades aligned with the framework	
Test the developed sample units in project pilot schools aligned to the established CPL model	
Develop the financial model for a new approach to CBE learning materials	
2.4. Subject-specific curriculum	
Review maths and the Tajik language curriculum for grades 10-11 in line with the new framework	
Review the existing Tajik language and mathematics learning materials for grades 6-9 in line of the new framework	
Develop a set of grade 6-11 CBE learning materials for the Tajik language and maths in line with the new framework (paper & digital versions)	
Pilot the new sets of Tajik and maths learning materials for grades 6 -11 in the project pilot schools aligned with the new CPL model	
Print the newly developed materials for maths and Tajik for the defined grades (6-11)	
Component 3: Teacher Education	
Pre-service teacher education programs	
Conduct the functional review	
Develop a model for revision of teacher preparation programs	
Design a sample program based on the proposed model	
Sub-component 3.2. Pre-service methodology courses	
Revise the methodology of teaching maths and Tajik courses in line with the CBE requirements	

Develop a blended version of the courses “Methodology of teaching maths” and “Methodology of teaching Tajik”	
Pilot the courses “Methodology of teaching maths” and “Methodology of teaching Tajik”	
Sub-component 3.3. Implementation of the new model of pedagogical practicum	
Evaluate the effectiveness of the model of pedagogical practicum developed under Phase 1	
Revise normative documents on pedagogical practicum to support the implementation of the new model	
Organize capacity building for university staff and schoolteachers involved in pedagogical practicum.	
Sub-component 3.4. Developing resources to implement CPL	
Activity 2.2.4.1: Revise the syllabi of the current courses in view of their alignment with CBE and transition to the blended format.	
Activity 2.2.4.2: Develop a template for modular programs in blended format for subject teachers and support RITTI in collaboration with other DPs on developing courses supporting CPL.	
Activity 2.2.4.3: Develop modular programs for supporting CPL for teachers of math and Tajik to replace current courses	
Activity 2.2.4.4: Pilot the newly developed modules and programs	
Activity 2.2.4.5: Organize capacity building of community-based methodological units and school-based mentors who will support the implementation of the developed programs.	
Sub-component 3.5. Institutionalization of CPL	
Develop a restructuring plan for affiliated agencies involved in supporting teacher learning, including those responsible for teacher appraisal and control.	
Develop a database for documenting teacher learning and informing course revision	
the implementation of the CPL model across Tajikistan.	
Develop policy documents and regulations for the implementation of CPL.	
Component 4: Assessment	
Sub-component 4.1: National Learning Assessment (NLA)	
Carry out a functional review of national summative assessment; share with relevant stakeholders	
Draft National Summative Assessment Guide	

Design national summative assessments for math and Tajik for one stage	
Field-test designed national summative assessments for maths and Tajik for one stage	
Build up and pilot-test EMIS capacity to accommodate national summative assessment data collection, storage and analysis	
Build up national capacity in design of national summative assessments, and analysis and interpretation of resulting data	
Sub-component 4.2: School-based Summative Assessment	
Carry out a functional review of school-level summative assessment practices across selected subjects and grades	
Draft School-level Competency-based Summative Assessment Guide	
Design sample school-based summative assessments for select subjects & grades	
Field-test designed sample school-based summative assessments	
Develop a blended CPL course on competency-based summative assessment	
Sub-component 4.3: Grading Scale Transition	
Carry out a functional review of the existing 5-point scale grading system	
Draft a Guide on sustainable transition to a multi-point grading system	
Sub-component 4.4: Quality assurance studies of program effectiveness	
Independent midline quality assurance study is designed and carried out. Results are shared with MoES/ LEG to be used formatively.	
Independent endline quality assurance study is designed and carried out. Results are shared with MoES/ LEG.	

ANNEX-9

Procurement Arrangements

National Regulatory Framework. The public procurement legislative and regulatory framework in Tajikistan comprises the Law of the Republic of Tajikistan on "Public Procurement of Goods, Works and Services", dated May 3, 2006, as amended in 2012. Since 2006, several Presidential, Government, and Ministerial decrees and regulations have expanded the country's legislative and regulatory framework. The process and procedures followed by MDBs supersede the State Procurement Rules. PPL provides for open tender as a default procurement procedure and establishes rules for tender solicitation and evaluation. However public procurement planning and contract management are not regulated. Overall, the basic legal and institutional framework for public procurement is in place and of medium compliance with international standards. Public Procurement in Tajikistan had not previously been assessed using OECD MAPS assessment methodology, therefore it is not possible to track progress and improvements against this framework.

The *Public Procurement Agency* is the oversight/regulatory body. 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.

Specific to the projects funded by international donors, *State Committee on Investment and State Property Management of the Republic of Tajikistan* (SCISPM) plays a crucial role as the state authorized body on foreign aid. The SCISPM ensures mandatory compliance with the requirements of procurement procedures of MDBs and other development donors and is designed to centralize the process of opening tenders. Recently, the SCISPM created and started using information system for electronic opening of bid proposals received under MDBs financing, which is not yet approved for use by IsDB or other MDBs. The tender organizer, after evaluating the bids and selecting the winner of the tender, submits the Bid Evaluation Report for approval and upon receipt, sends the BER to the relevant donor to receive no objection.

Electronic Procurement. Article 30 of the 2006 PPL provides for electronic procurement, but its relevant provision is inadequate and lacks clarity. Since 2012, however, several Presidential and Government decrees have been issued which provide more clarity and direction on the subject. An e-GP strategy was developed in 2014 as part of the overall procurement and financial management strategy. An updated e-GP strategy will provide a more suitable route map for expanding the e-GP system and for enhancing its performance. The World Bank has been supporting the development of the e-GP system, both infrastructure and capacity building.

Institutional capacity. There is a severe shortage of qualified, experienced staff able to perform procurement in a timely, accurate and effective manner. PPA provides some procurement training opportunities to public officials, and each of the IFIs has run short training courses in their own procurement policies and procedures. As a result, some expertise and experience of international

procurement has been built up in the Project Implementation Units which implement IFI financed projects, but these resources are typically not available to the Government as a whole, given the disparity in remuneration rates between PIU staff and officials in regular civil service positions. There is also a high turnover of skilled staff from the government agencies into the private sector, again mainly due to the better terms and conditions on offer there.

Procurement committees. SCISP is dealing with biddings under all of IFIs' financed projects through bidding commissions.[34] Project specific commissions are established based on the decree of Head of SCISP for opening of bids, review and approval of BERs. This body operates under Decree #500 of Government of Republic of Tajikistan of 2 October of 2010 "*The procedures for the opening of tenders for the procurement of goods works and service for State Investment Projects the Republic of Tajikistan*." SCISP commissions are dealing only with bid openings and review of BERs under IFIs. Members of the commission delegated from involved ministries have knowledge of procurement procedures and passed training of IFI's procurement procedures.

Economic aspects. Tajikistan's economic growth is projected to slow in 2022 because of the enduring sanctions on Russia could create significant challenges for migrant workers. These projections are subject to substantial domestic and external downside risks that may result in a lack of competition or difficulty attracting international bidders; high inflation that may require use of another currency or inflation protection terms that protect a bidder, so they are motivated to participate; track-record of on-time payment to suppliers, and exchange rate volatility.

Environmental and social impact caused by the project activities are not substantial and are manageable through civil works contracts. There is no substantial risk relating to the technological aspects. Nevertheless, the Executing Agency may need to consult the industry to prepare a good quality specification so that the facilities and equipment meet workplace standards

Recommended reforms actions to be implemented to address the weaknesses/differences identified during the evaluation of the Beneficiary's country system to support the Strategic national public procurement reforms and the flexibilities included in the regulations for recovery of the post COVID19 pandemic:

- Resolve conflict-of-interest issue raised by direct involvement of PPA in the procurement process. This can be achieved by building capacity of procuring entities so that they qualify to conduct their procurement by themselves
- Use e-procurement system to capture data at the source (procuring entities) for analysis for analyzing the performance of the public procurement system
- Raise awareness among public procurement stakeholders about arbitration. Furthermore, a provision on the subject in the revised SBDs will ensure the application of arbitration
- Finalize preparation of a regulation/manual specific to audit of public procurement, and in collaboration with the Institute of Public Administration to design and develop, and deliver training programs for auditors, and

[34] Usually, the Commission consist of 3 to 9 persons. 3 members are from SCISPM and 6 from the other ministries (Ministry of Finance, Ministry of Economic Development, State Procurement Agency, Tax Department, and Ministry of Justice). Members of commission delegated from involved ministries have more or less knowledge of procurement procedures and passed training of MDB's procurement policies and procedures.

- Create an independent bid complaint review.

1. Assessment of Executing Agency's Capacity

The project will be implemented by the MoES. The MoES has overall management capacity, established fiduciary mechanisms, and extensive experience in implementing education projects funded by development partners in recent years. Overall, 5 education projects have been implemented using funds of IsDB in the Republic of Tajikistan. However, these were implemented under individual PMUs funded by different MDBs or financiers with support from international consultants.

Experience implementing similar projects. Without establishing a PMU, MoES has handled several donor-funded projects in the sector. It is currently the EA for the ongoing World Bank Higher Education Project, approved in December 2015, and has 15 staff and consultant teams, including a project manager, procurement, financial management, and safeguards officers. A total of 143 contracts have been signed and implemented since the project's effectiveness. The Accounting and Financial Reporting Unit (AFRU) and the Marketing, State Property, and State Procurement Unit (the Procurement Unit) were responsible for the PFM and procurement management. The MoES technical departments are responsible for developing technical designs, specification of goods, and Terms of References as well as contract management. The WB project for higher education was rated satisfactory in terms of procurement during project implementation.

Procurement capacity. An assessment of MoES procurement capacity, identification of procurement and contract management risks, and proposed mitigation measures have been conducted. Procurement under the project will be carried out by the MoES Marketing and Procurement Department. The head of the department has more than eight years of on-the-job experience implementing public procurement and has received World Bank training in procurement. The department has also gained valuable IFI procurement experience in the ongoing World Bank Higher Education Project. The unit will be supported by a pool of consultants, including national procurement consultant funded by the project to ensure satisfactory procurement and contract management throughout project implementation. This consultant will assist in the preparation of bid evaluation reports and draft contracts, as well as contract administration. It is recommended that continuous training be provided to MoES staff involved in procurement.

Contract management capacity. The EA has ongoing experience managing individual consultant contracts, supply and works contracts funded by the World Bank, while it does not have any experience managing works or goods contracts for IsDB projects. There is a need to further build their capacity and capabilities on contract management to ensure effective and timely execution of the various project components. Training on contract management plans and contract monitoring would therefore suffice in order to effectively manage the implementation of the contract. Capacity and capability building measures will need to be taken to strengthen capacity, systems, and procedures within the EA/PMO by way of providing training and further organizing seminars at a wider level in the organization for general awareness on compliance with Bank's Integrity Policy and Procurement Policy and Principles.

Conclusions on assessment of Beneficiary capability and PMU. MoES has some experience of delivering IFI projects, yet the exposure to IsDB's Procurement Guidelines is limited. To ensure a smooth implementation of the project, it is recommended that IsDB organize procurement training

on IsDB's procurement policies and procedures and supplements capacity with procurement consultant. Further, it is recommended that a team of consultants, including engineers and specialists with procurement expertise, be recruited to assist EA with design review, procurement and contract management. With the support of a procurement consultant, training, and application of IsDB procedures, the EA can be expected to be effective in the way the procurement transactions for the project are conducted.

SWOT analysis carried out with respect to the proposed project is summarized below.

Strengths	Weaknesses
– EA as an institution has some experience with responsibility for implementation of IFI financed investment programs (World Bank). – Availability of core expertise in the sector	i. EA has no exposure to IsDB's procurement procedures. ii. Increased workload of management and procurement staff due to multiple projects implemented by the same ministry in parallel.
Opportunities	**Threats**
● Strong political demand and public support for the project. ● In consequence of COVID-19, government across the country will have to cut spending for similar infrastructure projects making the project more attractive for a larger, more diverse group of bidders	1. Potential quality issues when running many small packages. 2. Risk of higher material and transportation costs due to the Russia/Ukraine conflict, further straining contractors' tight budgets 3. Contractors could spread their resources across multiple projects, leading to overcommitment and underperformance, thus delaying contract completion

2. Stakeholder Mapping by Project Components

#	Component	Implementing units	Other structures involved	Roles/Responsibilities
1.	Developing Learning Environment through Infrastructure Development and Provision of Equipment and furniture			

1.1	Physical infrastructural development	● Capital Construction Dept. of MoES ● Procurement Unit of MoES	● General Education Dept. of MoES ● District Education Dept. of MoES ● Schools	1. Coordination: Deputy Minister on economic issues of MoES 2. School design: PSC 3. Civil works supervision: Regional engineers and PSC
1.2	School furniture and laboratory equipment	Procurement Unit of MoES	● District Education Dept. of MoES ● Schools	4. Coordination: Deputy Minister on economic issues of MoES 5. Technical specification: PSC and Education Quality Unit of MoES
1.3	Digital infrastructural development	Procurement Unit of MoES	● ICT Center of MoES ● District Education Dept. of MoES ● Schools	
2.	CBE based curriculum reform and upgrade	UNICEF	National Academy of Education	Coordination: Joint Coordination Committee
3.	Teacher professional development reform		RITTI and RTMC	
4.	Learning Assessments & Achievement Monitoring		National Testing Center	
5.	Project Implementation Support	Consultant's pool	General Education Dept.	Coordination: Deputy Minister on economic issues of MoES

3. Procurement Risk Assessment

Potential risks for the project have been identified and risk management measures proposed. Framework and procurement phase risks must be considered when preparing the bidding

documents. The contract implementation and operation phase risks shall be reflected in the contract management plan to be prepared by the EA.

Description of Risk	Likelihood Rating (A)	Impact Rating (B)	Overall Risk Score (A*B)	Mitigation Measures	Risk Owner	Procurement Stage
EA is inexperienced with running IsDB-financed procurements leading to potential delays in obtaining IsDB's approvals.	4	4	16	- Recruit National Procurement Consultant experienced with IsDB or other MDB financed projects - IsDB will facilitate a start-up workshop and additional procurement training on IsDB procedures as required - IsDB's prior review	EA/IsDB	Implementation
Poor contract management and records keeping capacity	4	5	20	- Recommend hiring consultant into EA staff team to better deal with contract management activities - Close follow up through PIASR or other type of Missions (The PPFM staff shall be involved in such Missions) - Contract Management Plan as part of TORs of consultant for design review and supervision. - Development and implementation of Project Implementation Manual (Please see footnote 22 above) - Start-Up workshop, Clinics, Sessions, and/or	EA	Implementation

				the PPFM's e-Learning Modules etc. Completion of PPFM's e-Learning Modules shall be mandatory and Start-Up Workshop shall be conducted promptly at first of year project implementation or immediately after Financing Agreement effectiveness without any delays. - Mandatory development, implementation and updating Contract Management Plans - Mandatory use of the IsDB's Archiving Manual.		

Frequent fraudulent behaviors in procurement process	4	5	20	- Provision of capacity building training on Bank's Anti-corruption and Integrity policy. Completion of training by the EA's and PMO's relevant staff shall be mandatory. - Review the high-risk contract to ensure fairness and transparency in the tender process. - Closely review submitted bids for potential signs of collusion - Maximize competition to mitigate the risk of collusion - Require project officials, including evaluation committee members, to sign a disclosure of conflict-of-interest statement and commitment to respect ethics rules before their involvement in any project procurement. - Mandatory use of Bank's standard template for record of bids/proposal opening. - Enhance accountability and transparency through regular auditing and/or independent procurement review exercises	EA/IsDB	Implementation

High and volatile inflation rate risk in country	3	4	12	Analyze the market and prices continuously to determine the market price trend	EA	Preparation and Pre-bidding stage
Use of SCISPM's Procurement Information System for bid opening	3	3	9	- Assessment to be conducted by IsDB using the MDB methodology, if necessary. - EA shall inform IsDB without delay prior to any potential use of such system	EA/IsDB	Procurement stage
Lack of adequate competition/Entry barriers for local bidders' participation	3	3	9	- Use the most optimal packaging for civil works contracts to ensure the participation of local contractors - Tweaking qualification criteria to optimal level with due consideration of local market - Manage any bid submission period changes to ensure the market can respond	EA/IsDB	Procurement planning
Bid prices may exceed engineer's estimate	3	4	12	- Conduct market analysis including consideration of current market and previous bid outcomes - Detailed analysis of raw materials due to price increases and supply issues - Overall project budget shall have 10-15% contingency budget line, which can be allocated	EA	Procurement planning

				in case of shortage of funds		
Limited capacity of local bidders in bid preparation due to lack of understanding of IsDB SBDs	3	4	12	- EA to conduct business opportunities seminar with the support of IsDB for local bidding community. - Give detailed presentation on qualification criteria, bid preparation and submission during pre-bid meetings	EA/IsDB	Implementation
Poor or non-performance by contractors or supervision consultant during the project implementation	3	4	12	- Conduct a thorough review of contractor/ consultant's past performance - Contract Management Plan should be prepared as a mandatory before contract signing following IsDB Guidance Note	EA/ Procurement committee	Implementation
Bidders implementing several sub-projects may overstretch their limited financial capacities	2	4	8	- Ensure companies are not overstretched by being awarded too many contracts - Assess combined capacity to take multiple bids and include it as one qualification criterion	EA	Bid evaluation

It should be noted that the Procurement risk analysis is the process of identifying and minimizing the likelihood of a project or procurement risk occurring and minimizing its impact on the project development objective. Identification of these risks is critical as it allows for a prioritization of mitigation strategies based on an evaluation of impact to the project.

Among other risks, the contracting risk may be the smallest one. Usually, as expected, the bidders will be experienced companies that have previous contracting experience within similar projects.

However, some unexpected factors and influences may affect the contracting process. Such reasons lie beyond the suppliers' or purchaser/employer's responsibilities; however, it can cause significant delays.

4. Market Capacity Overview

Market research activities conducted confirm that there generally is a strong market interest in packages of the type and scope envisaged under the project. Both EA as contracting entity and IsDB as financing entity are considered positive counterparts.

Construction market. There is healthy competition among local contractors who may participate as bidders, either on their own or as part of a joint venture. At the beginning of 2022, the local market of contractors includes 2073 legal entities. Experience from the implementation of previous joint projects of the IsDB and the WB in the education sector shows that the local market is able to provide a relatively good level of competition with 15-20 companies specializing in civil engineering, appropriately equipped and with the financial resources to ensure quality and timely completion of the works. Given the remoteness of the project sites, it is necessary to expand the number of potential bidders and attract all interested contractors from all regions of the country to ensure optimal competition for low-cost bids.

Market for school furniture/equipment. The project will also provide basic and necessary equipment, furniture and teaching and learning materials to the classrooms that will be constructed. Market analysis shows that local suppliers, through dealer contracts, completely saturate the consumer and industrial goods market. The production of all furniture products is fully established in the territory of the country.

Consulting services market. MoES has a long track record in selecting and recruiting consulting services. This project will require the services of a consultant for detailed design and construction supervision, financial review, and individual consultants for project management. There are engineering firms in the country, but they are small and accordingly their services have been used for smaller consulting contracts. There is a long list of licensed audit firms (more than 40 firms) providing auditing services, but the competition among the most qualified firms in IFI-funded projects is 5-6 firms.

Regarding individual project management consultants, the MoES has experience in hiring such consultants under the Higher Education Project of WB, where full-time technical consultants were hired to strengthen the MOES management, fiduciary, and technical capacity for project management, implementation, and M&E, and will serve in the relevant MoES departments. As reported, there were no problems in the selection and performance of these consultants and the project was satisfactorily completed.

UNICEF technical capacity and resources to manage and implement large scale projects.

Current performance. UNICEF Tajikistan Country Office is already acting as an implementing agency under the current GPE/IsDB cycle with over $3.7 million (Oct. 2020 - Oct. 2024) to improve learning conditions by enhancing competency-based curriculum rollout and learning (Component 2). 55% of the total budget has been utilized to date. Quarterly and annual progress and financial reports are submitted duly and in a transparent manner. In particular, UNICEF supports the

coordination and implementation of the National Strategy for Education Development 2021-2030 and the Medium-Term Education Action Plan 2021-2023 in close cooperation with the Ministry of Education and Science (MoES) and the Local Education Group (LEG).
UNICEF has an extensive country presence at the central and local levels, including established operational systems, and demonstrated the capacity to ensure effective coordination and timely disbursement of funds by working closely with MoES and affiliated agencies through a participatory and inclusive approach.
UNICEF will contribute its regular resources to the overall budget for the project period (2023-2027) and will additionally contribute in-kind contributions of approximately USD 850,000 - 1,000,000 million to support the project implementation costs of Project Component No. 2. This amount will cover staff costs and additional costs required for technical and operational support and monitoring of activities. UNICEF will charge a 5% of recovery costs, which cannot be waived under the rules and regulations of the UN.

Project team. UNICEF Learning and Skills Development teams (15 staff) represent a profile with a broad range of competencies and skills to effectively deliver high quality work. Over the next 4 years, UNICEF will implement its new country program cycle through 2026.

UNICEF will assign the following staff to support the implementation of the project in their current and newly assigned roles.

Post title	Skills and competencies	Total time share dedicated for the project
Section Chief Education	Overall coordination and supervision of the UNCIEF project team, including defining advocacy path and program design for ensuring effectiveness and efficiency of the project implementation. Overseeing budget, planning and monitoring processes.	50% (Year 1 to 4)
Education Specialist (Access and System Strengthening and Coordination)	Support to programs/projects development and planning; Program management, monitoring and delivery of results; Technical and operational support to program implementation; Networking and partnership building; Innovation, knowledge management and capacity building; Support to program/project development and planning	30% (Year 1 to 4)
Education Specialist (Quality and evidence generation,	Provides technical guidance and management support throughout the programming processes to facilitate the administration and achievement of results on	50% (Year 1 to 4)

assessment, and teacher professional development)	education programs/projects to improve learning outcomes and equitable and inclusive education, especially for children who are marginalized, disadvantaged and excluded in society.	
Education Officer (CBE)	Programmatic support to develop CBE related policies and interventions, including blended learning approach.	30% (Year 1 to 4)
Education Officer (ICT & Digital Education)	Digital competencies to guide policy and technical work of the project team in promoting digital concepts and ecosystems in education sector.	30% (Year 1 to 4)
Driver (one)	Field visits and transportation of project supplies	25%
Program associates (two staff)	Field coordination and monitoring of project activity implementation on the ground.	25% each staff
Supply team	Overall supply and operational support to the project implementation.	30%
Reporting officer	Quarterly and annual reporting quality assurance.	30%
Section Chief Adolescent Development (Skills Development and Participation)	Analyzing; Deciding and initiating action; Persuading and influencing at policy level; Applying Technical Expertise	30%
Adolescent Specialist	Building and maintaining partnerships; Strong self-awareness and ethical awareness; Drive to achieve impactful results; Manages ambiguity and complexity	50%
Adolescent Development	Strong self-awareness and ethical awareness, including diversity; Results-oriented mindset; Creative, open to innovations and embrace	50%

officer (Skills and Innovation)	changes; Stress and complexity management skills; Strategic and analytical thinking; Strong interpersonal communication and negotiation skills	
Adolescent Development officer (competencies and skills)	Applying technical expertise; Learning and researching Planning and organizing	100%

Procurement. UNICEF Tajikistan has experienced Procurement and Logistics team (guided by UNICEF global supply manuals and policies) that manages all local and international arrangements for the Tajikistan office. In collaboration with the UNICEF Supply Division (SD) in Copenhagen which has diverse catalogue of warehouse items and many direct order LTAs with key suppliers globally, complex procurement and logistics arrangements for UNICEF countries are executed timely. The team in Tajikistan has strong understanding of the local markets of goods and service providers including in the construction area where renovation and rehabilitation of health facilities and schools were undertaken successfully in the recent years. UNICEF:

- Purchases goods and equipment to implement its mandate
- Purchases primarily from manufacturers and authorized representatives
- Evaluates and registers suppliers with which it does business
- Uses competitive tendering to ensure best value for money
- Invites an appropriate geographical range of suppliers to tender
- Purchases products that comply with recognized technical standards
- Through sustainable procurement approaches, as an when applicable, considers negative impacts on the environment and society that may stem from UNICEF's supply operations
- Does not purchase from companies employing child labor, manufacturers of land mines and their components, nor companies found to have undertaken unethical, unprofessional or fraudulent activities (UN Supplier Code of Conduct)

Conclusions on market analysis.

1. There is healthy competition among local contractors who can participate as bidders, either on their own or as part of a joint venture. A local market assessment was conducted to further analyze the capacity of local contractors and data collected highlighted that there are at least 15-20 local construction companies with the capacity to implement parts of the project. There is also a good number of supply companies that operate within the country.
2. To monitor the implementation status, it is vital that EA 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.

5. Recommended Procurement Approach for the Project

All procurement of IsDB, OFID and GPE financed activities shall be governed by provisions contained in the Financing Agreement and shall be carried out in accordance with the IsDB's procurement procedures: *Guidelines for the Procurement of Goods, Works and Related Services under IsDB Project Financing* (April 2019); and *Guidelines for the Procurement of Consultant Services under IsDB Project Financing* (April 2019).

Civil works – construction of schools. The civil works under the project are mostly of low value and unsophisticated nature; the cost estimate for the construction of school's ranges from US$500,000 for the smallest to US$2,200,000 for the largest schools. The review of the national market and the experience from the implementation of the previous phase of the IsDB project in the same education sector indicate that there are enough qualified local contractors, and it is unlikely that foreign contractors will be interested in bidding. The analysis provided in Procurement Strategy did not reveal any major risks that would justify using more complex methods, thus using NCB procurement method is recommended, which shall reflect *Fit-For-Purpose* procurement approach and facilitate to achieve the maximum benefits of *Value for Money*. Therefore, IsDB's National Competitive Bidding (NCB) procurement method will be applied using IsDB's SBD for small works. Given the small size, contracts will be grouped into packages as much as possible. This will help to reduce transaction costs and increase interest among potential contractors.

Goods – school equipment and furniture. According to the results of the market analysis, the procurement of furniture, computer technology and technological equipment for the schools will be carried out through the NCB procurement method, considering the availability of authorized dealers and distributors in the country. The same approach was adopted in the first phase of the project.

Goods – equipment, vehicles and furniture for Project office. These goods are locally available at prices below the international market and adequate in terms of efficiency and prompt delivery. Thus, it is recommended to procure goods through Request for Quotation/National Shopping making one lot for each type of item. It shall be proceeded through comparison of written price quotations normally obtained from at least 3 (three) reputable Suppliers to assure competitive prices.

Services - detailed design review and construction supervision consultant. It is important to have one strong consulting firm for these services in the whole project. They should be able to not only administer the contract but also train and help in capacity development of EA. Selection of international design and supervision consultant is recommended following the QCBS-MC method[35] (a quality: cost ratio of 80:20) [36] with shortlist of firms from IsDB Member Countries since the local market lacks experienced consulting companies with the required expertise.

Services - curriculum reform, teacher professional development, learning assessment. UNICEF will be involved in handling the soft components of the project, namely CBE-based curriculum reform

[35] QCBS is the preferred selection method for consulting services because (1) it allows evaluation of competitive financial proposals, with an adjustable (pre-determined) balance of quality and cost aspects, and (2) contract negotiations are relatively straightforward given that the selected firm's unit rates cannot be amended.

[36] Ratio of 90:10 is not being proposed as this requires higher technical expertise and only for consultancy services with a high level of complexity or impact, the ratio chosen may be 90:10.

and upgrading, teacher professional development, learning assessment, and performance monitoring, through Single Source Selection (SSS). The standard template for Agreement between the IsDB and UNICEF will be used. [37] Payment and delivery (including delivery schedule) terms and conditions shall be finalized during the negotiations with UNICEF, which shall be acceptable to the IsDB.

The main justification for involving UNICEF on an SSS basis is that it has already been involved in Phase I of the project in formative assessment, effectiveness of competency-based curriculum rollout, learning assessment and stock-taking of activities for effective implementation of CBE. Given the 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. Since UNICEF has a professional team on the ground familiar with the education sector of Tajikistan, no technical issues anticipated with implementation of the soft components of the project.

Services – financial audit. There are sufficient national consulting firms having the qualifications and experience to provide such a type of consulting services. It hence suggests that LCS selection methods should be used for firm assignment with national market approach as a normal practice in other IsDB-financed projects.

Services – project management consultants. All consultants to support EA will be recruited through a national shortlist of individuals selected using the IsDB method for selecting individual consultants. The local/national shortlist will be applied to EA experts, as is the practice for other MDBs and IsDB-funded projects, given the sufficiency of the local market in terms of opportunities, skills, experience, knowledge, and practices.

Advance contracting. To expedite project implementation, advance contracting can be used for (i) detailed design and construction supervision consultants, and (ii) financial auditing firm. Advance recruitment of consulting firms and procurement consultant will keep the momentum for consultant selection activities and shall improve the "Quality at entry", effectiveness and efficiency of the project. All advance contracting will be undertaken in conformity with IsDB's Procurement Guidelines (April 2019 edition). The issuance of consulting services selection notices under advance contracting will be subject to IsDB approval. The Beneficiary, EA and PMU was advised that approval of advance contracting does not commit IsDB to subsequently approve the project or to finance the project.

Use of Standard Bidding Documents for IsDB financed activities: The EA shall use the appropriate Standard Bidding Documents (SBDs) for Goods, Works, and Request for Proposal (RFP) for Consultancy Service as issued by IsDB with minimum changes, acceptable to IsDB, as necessary to address country and project specific issues. Modifying or departing from SBDs must be minimal and consistent with the IsDB's Procurement Guidelines and can be introduced only through bid or contract data sheets, and through special conditions of contract subject to IsDB's approval.

[37] June 2022 version available at https://www.isdb.org/project-procurement/documents (accessed on 5 November 2022).

Procurement Plan: As a culmination of the procurement risk assessment process, the EA developed an 18-months initial Procurement Plan for the project implementation based on the schedule of delivery of the works, goods, and consultancy services. The simplified procurement plan is provided below. The Procurement Plan will be updated annually or as required to reflect the actual project implementation needs.

Procurement Review Arrangement: The Procurement Plan sets forth those contracts which shall be subject to prior by the IsDB. Given the experience of implementing projects in the sector, as well as country procurement risk analysis conducted by other MDBs[38], the procurement and integrity violation risks are considered as **"High"**. In line with the risk-based approach, all procurement under this Project shall be subject to the Bank's **prior review with the exception of Shopping.**

Capacity Building Activities: To mitigate the risk of integrity violations, additional familiarization sessions related to Bank's Integrity Guidelines and Policies shall be provided during the Start-Up Workshop and/or Review or Special Missions. Conducting a Project Start-Up Workshop promptly after Financing Agreement effectiveness shall be **mandatory** without any delays. Completion of PPFM's e-learning Modules for the EA's and PMO shall be **mandatory**.

Initial Procurement Plan

PROCUREMENT PLAN (VERSION #1 DATE: 3/11/2022)

This procurement plan summarized the detailed Procurement Plan developed by the EA at the time of Project appraisal (November 2022)

Table - 1: Project Information

Country	Tajikistan
Name of Beneficiary	Government of the Republic of Tajikistan
Project Name	Joint IsDB-GPE-OFID Project for Support to Implementation of the National Education Development Strategy of the Republic of the Republic of Tajikistan (Phase-II)
Project Code (After Approval)	TJK1043
Date of Approval (tentative)	TBD
Date of Signature (tentative)	TBD
Date of Effectiveness (tentative)	October 2023
Amount IsDB financing	US$ 45,00 0,000
Mode of Financing	TBD
Executing Agencies	Ministry of Education and Science
Expected date of General Procurement Notice	June 2023
Project Implementation Period	2024 – 2029
Advance Contracting	Yes

[38] "Republic of Tajikistan: Country and Sector Procurement Risk Assessment Report", ADB. December 2019.

Period covered by this plan	18 months. After 12 months, PIASR to be carried out and Procurement Plan to be updated for remaining period

PROCUREMENT PACKAGE SUMMARY

Table - 2: Procurement Package summary Goods and Works

Procurement Method	Number of packages	Total amount mln US$
International Competitive Bidding limited to MCs	--	--
(ICB-MC)	--	--
International Competitive Bidding (ICB)	--	--
Limited International Bidding (LIB)	9	53.9
National Competitive Bidding (NCB)	1	0.2
Shopping	--	--
Direct Contracting or Single Source	--	--
Force Account Community Participation	--	--
Specialized Agencies	--	--
Commercial Practices	--	--
Subtotal Goods and Works	10	54.1

Table 3 Procurement Package Summary - Consultancy Services/Technical Assistance

Method of Short-listing*	Number of packages	Total amount US$
International Firms	1	14.5
Member Country Firms National Firms	1	1.7
	1	0.05
Individual consultant	TBD	0.78
Subtotal Consulting Services	3	17.1
Total Procurement Package	14	71.2

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 4 - List of Indicative Procurement Packages IsDB financed items

Project Component	Package No	Contract Package	Budget US$ mln	Method	Expected date for advertisement / invitation date	Review
		Civil Works:[39]				
Component 1	1.	Construction of 15 schools in Khatlon region (6 lots)	12.47	NCB	08/2024	Prior
	2.	Construction of 14 schools in Khatlon region (5 lots)	11.81	NCB	05/2024	Prior
	3.	Construction of 3 schools in Sughd region (2 lots)	5.16	NCB	08/2024	Prior
	4.	Construction of 6 schools in 4 subordinate cities and districts of Tajikistan (5 lots)	7.19	NCB	05/2024	Prior
	5.	Construction of 6 schools in 4 subordinate cities and districts of Tajikistan (3 lots)	5.98	NCB	08/2024	Prior
Subtotal for the Civil Works:			**42.61**			
		Goods:				
Component 1	6.	Procurement of furniture for classrooms	4.32	NCB	03/2025	Prior
	7.	Procurement of IT equipment for schools	2.30	NCB	03/2025	Prior
	8.	Procurement of laboratory and demonstration equipment for schools	2.21	NCB	05/2025	Prior
	9.	Procurement of administrative furniture for schools	2.5	NCB	05/2025	Prior
Component 5	10.	Equipment, furniture and vehicles for Project office	0.2	Shopping	10/2023	Post
Subtotal for Goods:			**11.52**			
		Services:				
Component 5	11.	Design and Construction Supervision Consultant	1.7	QCBS-MC	9/2023	Prior
Component 5	12.	Financial Audit Service	0.05	LCS/LC	11/2023	Prior
Component 5	13.	Project Management Staff (multiple positions)	0.774	ICS/LC	06/2023	Prior

[39] Breakdown of the contract packages into lots is provided in the next page. Packaging strategy could be subject to change during project implementation – after completion of detailed design.

Components 2, 3 and 4	14.	Consultancy Services for CBE based curriculum reform and upgrading, teacher professional development, learning assessment and achievement monitoring	14.53	SSS	01/2024	Prior
Subtotal for Services:			17.11			
Grand total			71.24			

For all packages a review of the procurement methods will be carried out by IsDB as per its procurement guidelines and as specified in the Financing Agreement.

Table 5 - Procurement Packages/Lots for civil works

Package #	Lot #	Location of school	Estimated cost in US$
		Khatlon region	
P1	Lot 1	School No. 60 in village of Shahburi, Dangara District	550,000
		School in the village of Pushing, Dangara District	1,755,250
		Total for Lot 1	2,305,250
	Lot 2	School in the village of Safobakhsh, Dangara District	550,000
		School No. 2 in village of Langar, Norak city	550,000
		School No.17 in village of Kirma, Temurmalik District	525,000
		School No.17 in village of Talimazor, Temurmalik District	525,000
		Total for Lot 2	2,150,000
	Lot 3	School in the village of Bulyani Boloi, Dangara District	2,300,000
		Total for Lot 3	2,300,000
	Lot 4	School No.9, Kulyab City	865,000
		School No. 19 in village of Oftobliko, Kulyab City	525,000
		Total for Lot 4	1,390,000
	Lot 5	School No. 18 in village of BoghiZogon, Baljuvon District	525,000
		School No. 34 in village of Javzodara, Muminobod District	525,000
		School No. 25 in village of Chanor, Hovaling District	525,000
		School No. 48 in village of Tutak, Hovaling District	525,000

		Total for Lot 5	**2,100,000**
	Lot 6	School No. 20 in village of Hochidara, Shamsidin Shohin District	525,000
		School in the village of Mehrobod 3, Vose District	1700000
		Total for Lot 6	**2,225,000**
		The total amount of Package # 1:	**12,470,250**
		Khatlon region	
P2	Lot 1	School in the village of Dashti Gulho, Mir Syed Ali Hamadani District	525,000
		School No. 25 in the village of Mehnatobod, Mir Syed Ali Hamadani District	1,700,000
		Total for Lot 1	**2,225,000**
	Lot 2	School No. 20 in the village of Oriyono, Mir Syed Ali Hamadani District	865,000
		School No. 60 in the village of Tojikiston, Farhor District	550,000
		School No. 56 in the village of Kuhandiyor, Farhor District	510,000
		Total for Lot 2	**1,925,000**
	Lot 3	School No.21 in the village of NavobodPoyoni, Farhor District	2,300,000
		Total for Lot 3	**2,300,000**
	Lot 4	School No. 34 in the village of Dehbaland, Panj District	550,000
		School No. 14 in the village of Hidirov, Nosiri Husrav District	550,000
		School No. 54 in the village of Hayoti Nav, Huroson District	560,000
		School No. 61 in the village of Bokhtariyon, Kushoniyon District	525,000
		School No. 26 in the village of Mushkrud, A. Jomi District	550,000
		Total for Lot 4	**2,735,000**
	Lot 5	School in the village of 1- May, Javan District	550,000
		School No. 9 in the village of Charogchi, Javan District	1,548,750
		School No. 8 in the village of Chashmasor-1, Javan District	525,000
		Total for Lot 5	**2,623,750**
		The total amount of Package # 2:	**11,808,750**

		Sugd Region	
P3	Lot 1	School in the village #1 of Khujand City	2,300,000
		School No. 39 in the village of Ouchiqalacha, B. Gafurov District	560,000
		Total for Lot 1	**2,860,000**
	Lot 2	School No. 43 in the village of Poshkent, Istaravshan City	2,300,000
		Total for Lot 2	**2,300,000**
		The total amount of Package # 3:	**5,160,000**
		Subordinate cities and districts of the republic	
P4	Lot 1	School No. 8 in the in Navobod town,Rasht District	1,500,000
		Total for Lot 1	**1,500,000**
	Lot 2	School No. 32 in the in Garm town, Rasht District	1,500,000
		Total for Lot 2	**1,500,000**
	Lot 3	School No.2 in the village of Jailgan, Lakhsh District	530,000
		School No.40 in the village of Muqur, Lakhsh District	510,000
		Total for Lot 3	**1,040,000**
	Lot 4	School in the village of Chilchashma, Fayzabad District	850,000
		Total for Lot 4	**850,000**
	Lot 5	School No.28 in the village of Kalai Nav, Rogun City	2,300,000
		Total for Lot 5	**2,300,000**
		The total amount of Package # 4:	**7,190,000**
		Subordinate cities and districts of the republic	
P5	Lot 1	School in the village of Qipchoqi, Vahdat City	900,000
		School No.122 in the village of Husnobod, Rudaki District	525,000
		School in the village of Esanboy, Rudaki District	525,000
		Total for Lot 1	**1,950,000**
	Lot 2	School No.30 in the village of Seshanbe, Tursunzoda District	2,300,000
		Total for Lot 2	**2,300,000**

	Lot 3	School No.11 in the village of Belayduz, Hisor City	865,000
		School No.13 in the village of Turdibobo, Hisor City	865,000
		Total for Lot 3	1,730,000
		The total amount of Package # 5:	5,980,000
		Subtotal for the Civil Works:	42,609,000

ANNEX-10

Project Financial Management

Public Financial Management

In 2009 the Government of Tajikistan initiated a 10-year Public Financial Management (PFM) reform program (2009 - 2018). The 2012 Public Expenditure and Financial Accountability (PEFA) Assessment occurred early in this process. The 2017 PEFA Assessment assesses progress at a mid-point in the reforms and provides guidance for future PFM reforms.

This PEFA Assessment covers the central Government of Tajikistan, including autonomous agencies that are part of the general government sector, and public corporations. It also includes transfers to subnational levels of government. Subnational government means any level of government below the national level, provided these entities have the authority to own assets, incur liabilities, and/or engage in transactions in their own right.

The results of the PEFA assessment show non-uniform progress across seven pillars of PEFA, as illustrated in Table A, performance of 16 out of 31 indicators are ranked in the A and B range reflecting strong progress, while performance of the other 15 indicators is ranked in the C and D range reflecting weaker progress. Below are the progress summaries of the pillars which have direct impact on our financing and related assets:

Budget reliability. In summary, execution of revenue collection and expenditure is reasonably in line with the original budget each year, and there has been a significant reduction in contingency expenditures. However, large variance in the functional composition of expenditures undermines the credibility of the budgetary process. There is also a weakness in forecasting the composition of expenditure.

Management of assets and liabilities. The government maintains a good functioning debt management system. Debt recording is adequate, while debt strategies, and the system for approval of debt and guarantees, are clear. Public investment management, in contrast, is a major challenge. Weaknesses in project selection and poor costing systems undermine the effectiveness and efficiency of public investment management decisions. While the government maintains basic records of financial and non-financial assets, lack of transparency and public access to financial information lowers the overall score on this PFM core dimension. Monitoring and reporting of fiscal risks of SOEs requires further improvement.

Predictability and control in budget execution. Although the government made significant efforts to implement reforms in all areas under this pillar, challenges remain. There is impressive progress in revenue administration, but tax audit and tax arrears control require further improvements. Lack of a complaint mechanism and low competition in public procurement affect efficiency of public resource management. While the stock of budget expenditure arrears was insignificant over the review period, there is no ongoing system

for estimating arrears, which means that should a problem develop, it could get out of control quickly as was experienced in 2016. Although all cash balances are held at the treasury single account and are consolidated, cash management is in infancy stage and should be further evolved. There is also significant scope to improve payroll control and internal audit. An integrated database of human resource management and payroll in civil service should be implemented and risk-based and performance-based internal audit principles should be introduced.

Accounting and reporting. While there is noticeable progress in accounts reconciliation and the integrity of financial data, the government should make further efforts to improve coverage and timing of the reports. Both in-year and annual financial reports could be further improved by bringing them closer to international financial reporting standards.

External scrutiny and audit. The operations of the Chamber of Accounts have improved, but the organization is not a truly independent external auditor. In recent years there has been significant improvement in the timing of Parliament's scrutiny of the audit report and follow-up from this. Parliament now holds in-depth hearings with representatives of a few ministries, departments and agencies and makes recommendations. However, the public are not yet able to access any of this information.

Project Financial Management Arrangements

Internal Control. The PMU used for the previous education projects presented a substantial risk on the overall financial management. Some audits based on International Standards on Auditing indicated issues on valuation of inventory, revaluation of assets, records on account receivables & payables, and data conciliation of revenues. A sample of withdrawal requests submitted to the Bank showed recurrent errors on the bank details of the beneficiaries causing substantial delays. The PMU does not have any written manual or procedures on administrative management.

These key issues and low capacity of the PMU were discussed between IsDB, the MoES and other partners involved in the project. An agreement has been reached to appoint individual consultants for each crucial expertise to run the activities of the PMU. The financial management specialist consultant will be appointed upon terms of references accepted by IsDB, he/she will use the country system when deemed appropriate.

Accounting procedures and standards. The financial statements are reported based on the International Financial Reporting Standards (IFRS), as required by state's decrees. The already established PMU uses the automated accounting system 1C Enterprise; this application system is daily used by several million users in business and government to automate operations, accounting, finance, HR, and management activities.

Information and Reporting System. With assistance of the World Bank, the country improved the overall institutional capacity needed to implement an integrated financial management information system (IFMIS). Generally, the term "IFMIS" refers to the use of information and communications technology in financial operations to support

management and budget decisions, fiduciary responsibilities, and the preparation of financial reports and statements. In the government realm, IFMIS refers more specifically to the computerization of public financial management processes, from budget preparation and execution to accounting and reporting, with the help of an integrated system for financial management of line ministries, spending agencies and other public sector operations.

Auditing arrangements. The annual audit of the project's consolidated financial statements will be performed by an independent audit firm, appointed upon terms of reference (ToR) acceptable to IsDB. The selection will be conducted by the State Committee on Investment using IsDB guidelines and procedures. Under the Decree of the President of the Republic of Tajikistan «*On improving the structure of central executive bodies of the Republic of Tajikistan*» № 9 dated November 30, 2006, the State Committee on Investment was created to act as the central executing body which within its authorities implements state policy and normative and legal regulation in investment sphere, public property management, management and implementation of the process of denationalization and privatization of the state property in the Republic of Tajikistan representing the interests of the state as an owner, and conduction of activities on implementation of the programs of support for entrepreneurship.

The annual financial audit report will be submitted to IsDB no later than 6 months after the end of the country's fiscal year. The project financial audit will include, in particular (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.

Funds Flow Management. Two modes of payment will be used: the Special Account managed by a dedicated project implementation group reporting to the Ministry of Education and Science and direct payment. More details are provided in the disbursement arrangements paragraph

Planning and budgeting. In summary, as stated in the 2017 PEFA assessment, execution of revenue collection and expenditure is reasonably in line with the original budget each year, and there has been a significant reduction in contingency expenditures. However, large variance in the functional composition of expenditures undermines the credibility of the budgetary process. There is also a weakness in forecasting the composition of expenditure.

Although the medium-term prospective is formally embedded in the processes for macro-fiscal planning and budgeting, budgeting is still treated as an annual funding exercise. The technical aspects of the budget preparation process are well developed, however the strategic focus of the budget is reduced by lack of sector strategies for several sectors and poor integration of capital budget and recurrent budget planning processes.

Table A. Summary of the 2017 assessment based on the 2016 PEFA Framework

PFM Performance Indicator		Scoring Method	Dimension Ratings				Overall Rating
			i.	ii.	iii.	iv.	
Pillar I. Budget reliability							
PI-1	Aggregate expenditure outturn	M1	A				A
PI-2	Expenditure composition outturn	M1	D	C	A		D+
PI-3	Revenue outturn	M1	B	B			B
	II. Transparency of public finances						
PI-4	Budget classification	M1	B				B
PI-5	Budget documentation	M1	A				A
PI-6	Central government operations outside financial reports	M2	A	A	A		A
PI-7	Transfers to subnational governments	M2	C	A			B
PI-8	Performance information for service delivery	M2	D	D	C	D*	D
PI-9	Public access to fiscal information	M1	D				D
	III. Management of assets and liabilities						
PI-10	Fiscal risk reporting.	M2	C	C	C		C
PI-11	Public investment management	M2	C	D	C	C	D+
PI-12	Public asset management	M2	C	C	B		C+
PI-13	Debt management	M2	B	A	A		A
	IV. Policy-based fiscal strategy and budgeting						
PI-14	Macroeconomic and fiscal forecasting	M2	B	C	D		C
PI-15	Fiscal strategy	M2	C	B	C		C+
PI-16	Medium-term perspective in expenditure Budgeting	M2	D	C	C	D	D+
PI-17	Budget preparation process	M2	C	C	A		B
PI-18	Legislative scrutiny of budgets	M1	A	B	A	A	B+
	V. Predictability and control in budget execution						
PI-19	Revenue administration	M2	B	B	D	C	C+
PI-20	Accounting for revenue	M1	A	A	A		A
PI-21	Predictability of in-year resource allocation	M2	C	C	B	C	C+
PI-22	Expenditure arrears	M1	A	C			C+
PI-23	Payroll controls	M1	B	A	C	B	C+
PI-24	Procurement management	M2	B	A	B	D	B
PI-25	Internal controls on non-salary expenditure	M2	B	A	B		B+
PI-26	Internal audit	M1	C	C	C	C	C

PFM Performance Indicator		Scoring Method	Dimension Ratings				Overall Rating
			i.	ii.	iii.	iv.	
	VI. Accounting and reporting						
PI-27	Financial data integrity	M2	A	NA	B	B	B+
PI-28	In-year budget reports	M1	B	B	A		B+
PI-29	Annual financial reports	M1	C	C	D		D+
	VII. External scrutiny and audit						
PI-30	External audit	M1	C	A	B	C	C+
PI-31	Legislative scrutiny of audit reports	M2	A	C	B	D	C+

ANNEX-11

Project Disbursement Arrangements

Disbursements under IsDB financing will be made in accordance with IsDB Procedures and Guidelines. The following disbursement modalities are considered for the project:

1. Direct payment or reimbursement will be executed in favour of contractors, consultants and implementing partners.
2. Given the nature of the financed components and proposed cash flow, special account will be opened to the following sub - components:
   - Sub-component 3.2. (PIG Expenses);
   - Sub-component 3.3 (Start-up workshop and Mid-term review meeting).

Project-specific disbursement aspects will be described in the Disbursement letter.

The Special account will be opened by the MoES. The ceiling of SA will be established at US$ 255,000.00 (based on six-month forecasted project expenditures). The maximum amount to be financed out of the SA is US$ 1,050,000.00 The SA will be managed as per the IsDB procedures and expenditures utilized from special account will be periodically reviewed and validated by financial auditor before replenishment of the account.

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.

The variable Part of GPE grant will be disbursed based on achievement of disbursement–linked results (DLRs) of the two stretch indicators, presented under each of the GPE variable part dimensions.

Subject to IsDB and GPE approval of the project, the tentative disbursement schedule is given in the table - 1 below:

Table - 1: Disbursement Schedule of the IsDB/GPE Resources (US$ million)

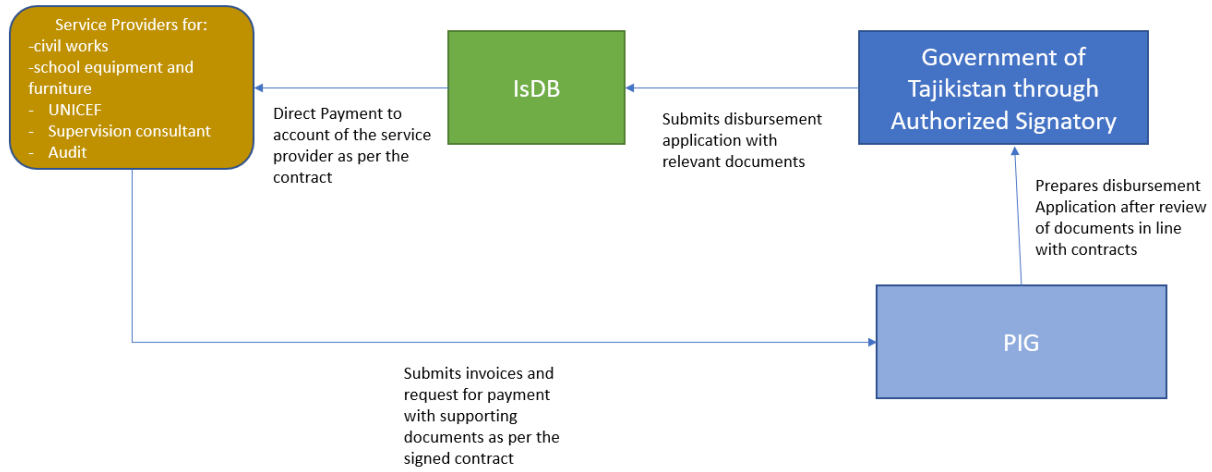
Year	IsDB					GPE			GOT	Grand Total
	IsDB Loan	IsFD Loan	Inst Sale	IsDB Total	OFID	FP	VP	GPE Total		
Year-1	1	0.5	0.5	2	1	3.387	0	4.5	2	9.5
Year-2	3	2	3	8	3	3.633	0	5	2	18
Year-3	4	3	4	11	3	3.285	3.75	7.75	2	23.75
Year-4	6	3	4	13	1	7.195	3.75	7.75	0	21.75
Year-5	6	1.5	3.5	11	0	0	0	0	2	13
Total	**20**	**10**	**15**	**45**	**8**	**17.5**	**7.5**	**25**	**8**	**86**

The disbursement plan would be subject for revision by the Project Supervision Consultant.

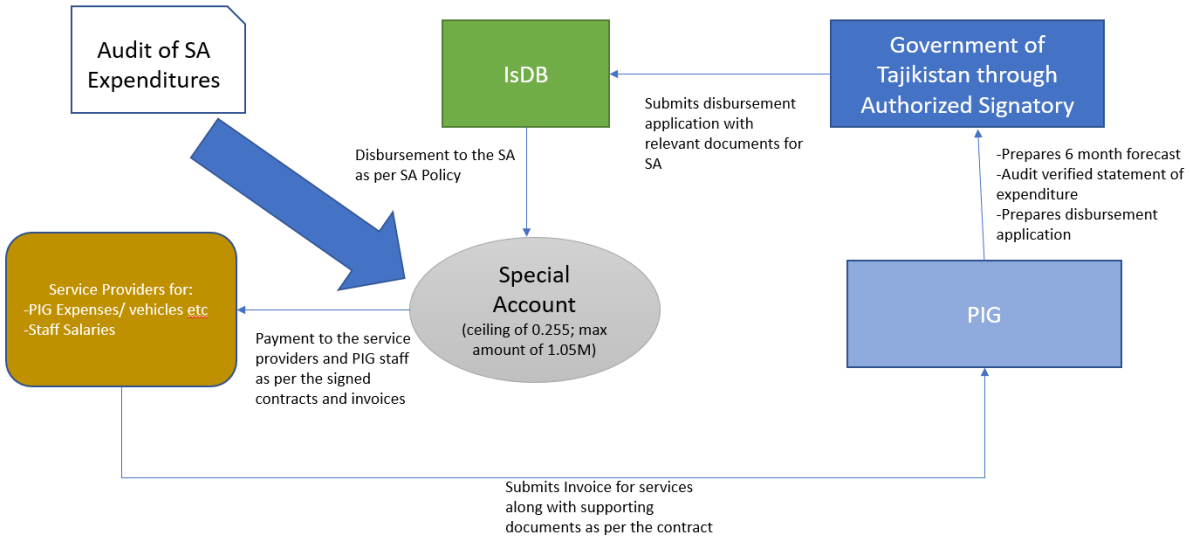
Table 2: Application of disbursement modalities

No	Project Component	IsDB			OFID	GPE		GoT	Total Cost	Payment arrangements
		ISFD Loan	IsDB Loan	Inst. Sale		Fixed Part	Variable Part			
1	Learning Environment Upgrading	10	14.15	13.288	8	0.981	7.5	6	59.92	
1.1	Civil works	8.5	12.65	12.728	5	0.981	3.75	4	47.609	Direct payment
1.2	School furniture & equipment	1.5	1.5	0.56	3	0	3.75	2	12.31	Direct payment
2	Improving quality of and efficiency of education	0	0	0	0	16.502	0	0	16.502	
2.1	CBE based Curriculum reform	0	0	0	0	8.383	0	0	8.383	Direct payment
2.2	Teacher Professional Development	0	0	0	0	3.429	0	0	3.429	Direct payment
2.3	Learning assessment & achievement monitoring	0	0	0	0	2.727	0	0	2.727	Direct payment
2.4	Supervision and monitoring	0	0	0		1.9626	0	0	1.9626	Direct payment
3	Project Management Support	0	2.37	0	0	0	0	0.2	2.57	
3.1	Project Supervision Services	0	1.7	0	0	0	0	0	1.7	Direct payment
3.2	PIG Expenses	0	0.61	0	0	0	0	0.2	0.81	Special Account
3.3	Start-up workshop & Mid-term review meeting	0	0.06	0	0	0	0	0	0.06	Special account
4	Financial Auditing Services	0	0.05	0	0	0	0	0	0.05	Direct payment
5	Zero Value Emergency Response Contingency Component	0	0	0	0	0	0	0	0	
	Base Cost	10	16.57	13.288	8	17.483	7.5	6.2	79.042	
	Contingency (Physical)	0	1.715	0.863	0	0.017	0	0.9	3.495	
	Contingency (Financial)	0	1.715	0.849	0	0	0	0.9	3.464	
	Total Cost	10	20	15	8	17.5	7.5	8	86.00	

Fund Flow For Direct Disbursement



Fund Flow for Special Account Expenses



THE JOINT ISDB-GPE-OFID PROJECT FOR SUPPORT TO IMPLEMENTATION OF THE NATIONAL EDUCATION DEVELOPMENT STRATEGY OF THE REPUBLIC OF TAJIKISTAN (PHASE-II)" APPRAISAL MISSION - DISBURSEMENT CHECKLIST				
FDO: Sattarov Timur				
Date of the appraisal mission: 31 October-8 November 2022				
Date appraisal package cleared:				
Question	Yes	No	N/A	Comment
Do personnel/staff responsible for handling disbursement have specific experience with IsDB and/or International Financing Organizations (IFOs)?	V			Yes, they have experienced managing project financed by World Bank and SFD.
Do EA/PIU demonstrate timeless and quality of provision of supporting documentation to validate accounting reports (e.g. invoices, purchase orders, receipts, etc.), including (if relevant) use of SOE procedures in past projects?	V			Yes, they have standardized accounting policies and use an integrated computerized accounting system that applies to all units in the Ministry.
Do EA/PIU staff have the quality of performance in handling different types of disbursement modalities, i.e. reimbursement, reimbursement guarantee commitments, direct payment and special accounts?	V			They have sufficient knowledge and experience in handling Direct payment
Is the level of staff turnover high?		V		
Do the proposed disbursement arrangements take into account PFM arrangements and the procurement plan?	V			Yes, it is aligned with PFM arrangement and Procurement Plan.

Have the financial management risks including the capacity of the project implementing entity, and the cash flow needs, been assessed and taken into account?	V			The completed PFM checklist is incorporated in the disbursement capacity assessment and no major risks are found.
What will be the disbursement modalities? Discuss and agree with PFM / borrower and the OTL on the disbursement modalities used for the project.	V			Agreed modalities: 1. Direct payments / Reimbursement; 2. Special Account.
Are the project expenditures and withdrawal components clear, consistent with country financing parameters, and based on the client's needs?	V			The project expenditures and components are clearly indicated in PAD and consistent with the Government's needs and proposal.
Will advance arrangements be used for the project, and if so, are they appropriate?	V			Advance payment will be made against the advance bank guarantee under the Direct Payment and initial deposit for Special Account.
Are there any retroactive financing provisions?		V		N/A
Are documentation requirements appropriate?	V			All documentation requirements were discussed during the appraisal. Details to be provided in the disbursement letter.
Are there any disbursement conditions for specific parts of the project and can they be readily monitored?		V		N/A
Has the borrower established banking arrangements for the Special Account?	V			Yes, special account will be opened by the Ministry of Education and Science of the Republic of Tajikistan. SA arrangements will be detailed in the disbursement letter.

ANNEX-12

Project Risk Matrix

Risk Category	Risk	Risk Impact Level	Likelihood	Mitigation Measure	Risk Impact after Mitigation
Operational Risk	Prolonged procurement and contract management and complexity of soft components	High	High	The EA will be support by a full-time consultancy pool and a project supervision consultancy firm. Advanced procurement of PSC.	Medium
Sector strategy and policies risk	The new National Education Development Strategy (2030) alignment.	Low	Low	Project design aligned with programs in NEDS and partnership compact	Low
Environmental and social risk	environmental and social impact of Civil Works	Medium	Medium	EMP will be included in civil works contracts	Low
Pre-effective delay	Lengthy procedures for signature/effectiveness of the project agreements	Medium	Medium	Negotiation meetings and engagement with all stakeholders during project negotiations.	Low
Stakeholder risk	Government Ownership & contribution	Medium	Medium	The Min-Finance confirmed the Government share.	Low
Financial risk	Cost over run	Medium	Low	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	High	Optimal drainage systems, water resistant materials, &	Low

				engineering design review by PSC for these aspects	
Geological Risks	Earthquakes and seismic landslides	High	High	Structural integrity of buildings and introduction of geological risk management procedures in designs.	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	Mediu m	Medium	i.Project start-up; ii) The consultancy pool will be including professional procurement and FM Specialists; iii) Senior procurement specialists in the PSC team; iv) External auditor and yearly financial audit reports; and v) Use of SA;	Low
SEAH	There will be necessary measures in place to avoid SEAH related risks. This will be envisaged in the contracts with the civil work contractors, consultants and suppliers.	Medium	Medium	Necessary measures will be put in place and specific conditions will be inserted in the contracts to avoid the risk of SEAH. The training course on SEAH will be carried out during the start-up workshop.	Low

ANNEX-13

Economic and Financial Analysis

Economic Analysis: There is a worldwide consensus that education contributes to economic development and brings substantial returns in terms of poverty reduction and economic growth. Educated people have higher income earning potential and can improve the quality of their lives.

In Tajikistan, education is positively correlated with the employment outcomes. This means that success in the labor market is higher for the more educated population. Also, more educated people tend to secure their employment in a more favorable environment, such as the public sector. This indicates that the education sector in Tajikistan is functioning to prepare their learners for the world of work.

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. 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, digital infrastructure and 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. This will be complemented by project soft components pertaining to curriculum, assessment and teacher professional development that contributes to quality of teachers, improvement of assessment methodologies and classroom practices. This project 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 labor market success. Availability of skilled labor forces in the current increasingly competitive world is essential for economic prosperity of the country. Skillful human resources are the core elements of economic success of developed and emerging economies.

Financial Analysis: Tajikistan population is expected to increase by a cumulative 20.7 percent between 2021 and 2030, implying a significant increase in education spending. In 2019, education spending amounted to 5.4% of GDP, or 17.8% of total government spending, among the largest shares of public spending. Education spending relies heavily on revenues transferred to and collected by subnational governments. In 2020, subnational governments financed over 80% of total education spending in Tajikistan. More than 93% of schools and all preschools relied on revenues generated by subnational governments, but revenue predictability is generally low and negatively affects the quality of expenditure planning and execution. The government budget for the education sector has grown from 990.0 million somoni in 2010 to 4,429.7 million somoni in 2020, with an annual growth averaging 16.9% in nominal terms during this period. Even after adjusting for inflation,

annual growth of education spending averages 10.7%, except for a drop of 3.5% in 2020 due to the COVID-19 pandemic. Public spending on education reaches 5.4% of GDP and 20% of total spending. Education spending expanded from 16.7% of general government budget in 2010 to 17.5% in 2015 and 18.1% in 2020. Education was the largest recipient of public resources until 2014 and has fallen behind only energy sector spending in the past six years.

To keep up with the enrollment rate, the teaching workforce in the education sector grew from 112,343 teachers to 155,204, or by 38.2%, from 2010 to 2019. Accordingly, total spending on workers' wage bill has also grown by 19.5% annually on average during 2010-2020. The share of the wage bill in total education spending expanded significantly, from 46.1% in 2010 to 57.6% in 2020. In the 2019-2020 academic year, the wage bill accounted for 69.7% of total school spending and 55.7% of the total spending of preschool institutions. The rising cost of the growing workforce in the education sector, without a commensurate increase in the total education budget, has led to a reduction of discretionary non-wage spending by educational institutions in the past eleven years. There are also large regional disparities in average monthly earnings of education workers, for example, an average 1,761.3 somoni per month in 2019 in Dushanbe, compared with 940 somoni in DRS, Soghd oblast and Khatlon oblast. This is explained by the fact that higher education is mainly concentrated in Dushanbe, with university workers being much higher paid.

Allocations for capital expenditures are insufficient to keep pace with demographic pressure and rising infrastructure needs, particularly in preschool and general secondary education. Quality infrastructure and capital investment are essential for ensuring progress in education services, especially in the context of a rapidly growing population and growing demand for new facilities. Public spending on capital needs has grown from 212.4 million somoni in 2010 to 426.4 million somoni in 2019 and accounted for 10% of the sector's total budget in 2019. However, in at least five of the last eleven years, capital expenditure shrank year-on-year. In preschool education, capital expenditure totaled only 8.9 million somoni in 2020 and 19.7 million somoni in 2019, an equivalent of US$ 0.8 million and US$ 2.1 million, respectively, for each year. All capital expenditure needs in state preschool education are financed by sub-national governments. In 2019, 66.2% of capital expenditure needs in general secondary education were financed by sub-national governments before sliding down to 45.1% in 2020, mainly because the sub-national governments' inability to raise sufficient revenues due to COVID-19.

The introduction of a per-capita financing mechanism, first in general secondary education, then in preschool education, has been largely a success. The PCF mechanism resulted in the more equitable allocation of public expenditures among schools. Currently, the normative (or per-capita) budget accounts for about 85-90% of total spending in general secondary education and preschool education. However, there is room for further improvement in the PCF mechanism. Currently, the PCF formula for schools and kindergartens does not account for vulnerable children with special needs. Normative or per-capita expenditure allocations per child and per school have grown by 130% (inflation-adjusted) from 2011-2020. The largest (52%) year-on-year nominal increase in per-child and per-school allocations was in 2013, while the lowest (2% each) nominal increase was

recorded in 2018 and 2020. While percentage growth in normative unit costs may seem erratic, in fact it positively and strongly correlates with the total inflation-adjusted spending in the education sector, excluding externally financed and special funds. Normative school budgets are approved via unit cost allocations per child and per institution, but often remain underfunded. In 2015-2019, normative budgets were underfunded on average by 8.6% in comparison with their original expenditure allocations in line with the PCF formula. This is mainly driven by the high dependency of school funding on the revenue performance of sub-national governments (SNGs). In 2020, 93.6% of school budgets were financed by SNGs (excluding externally financed and special funds). Since normative unit costs comprise up to 85% of school budgets and up to 90% of preschool budgets, it is imperative that they are financed in full. Normative unit costs in preschool education were approved for a nationwide roll out in 2019 and, unlike schools, also cover meals, but the amount of public resource allocations is presently negligible.

The estimated high cost of key reforms will require revisiting the implementation timeline of transitioning to 12-year schooling and improving preschool coverage rates in line with the NDS-2030 targets. Irrespective of the confirmed transition scenario, sufficient resources will be needed to fund both the setup and operational costs. These reforms will require building the required infrastructure to accommodate 204,903 children at the age of 6. The recommended pathway of the reform implementation is to employ a gradual transition approach over several years, which will smoothen expenditure needs and reduce the overall fiscal pressure. Initial cost estimations undertaken by UNICEF indicate that the total additional cost of transition over a six-year period will be around $330 million (or around $66 million per year, which is equivalent to about 18% of total education budget for 2020). In preschool education, improving coverage rates from 15.9% of children aged 3-6 in 2019 to 50% in 2030 will require at least US$ 50 million (without population growth and assuming unchanged value of the national currency against the dollar). If population growth is considered, then the approximate cost of expanding preschool coverage in line with the NDS-2030 target will exceed US$ 65 million. As a comparison, this financing need exceeds the 2020 preschool budget by 2.3 times.

The execution of normative or per capita budgets of educational institutions is exposed to the risk of revenue shortages at the sub-national level. Approximately 85% of annual school budgets and 90% of preschool budgets are derived from normative spending based on per-child and per-institution expenditures. The remaining funds constitute capital expenditures, which are not transferred over to public accounts of educational institutions and sit outside their normative spending. Although normative budgets are mainly composed of worker salaries, they also include utility payments, recurrent repairs, purchase of goods, energy items, and other recurrent expenditures.

Weak revenue planning by SNGs and the lack of a robust mechanism to compensate for insufficient revenues affects the quality of expenditure planning and exposes the education budget to the risk of underfunding. Tax revenue performance at the sub-national level, especially shared revenues from corporate income taxes (CIT) and value added taxes (VAT), is volatile and difficult to predict on a small regional scale. In turn, this negatively

affects the financing of education spending, especially non-statutory normative expenditure lines.

Inter-governmental fiscal transfers (IGFTs) do not guarantee full financing of non-wage normative budgets of educational institutions. The most notable examples of IGFTs in Tajikistan's budgeting system include subventions and donations, but neither is specifically earmarked to cover the financing gap of normative budgets in the education sector, except for worker salary, which is a statutory expenditure line. For instance, total subventions received by SNGs in 2020 equaled 34.6% of the total wage bill in the sector.

These cash transfers fill the wage gap, not only in education, but in other sectors as well. This lack of cover stretches SNGs' budgets and could leave sector policy mandates or reform activities unfunded. Thus, IGFTs from the republican budget should be used to support not just the wage bill, but the non-wage normative budgets in the education sector as well. This could reduce the dependency of the normative budgets of educational institutions on the revenue performance of SNGs and ensure full and guaranteed disbursements of funds for schools and preschool institutions as approved.

Although the proportion of privately-owned schools is relatively low, private investment is often used to finance public sector infrastructure in general secondary education. In 2019, 44.4% of the 32,560 new seats in Tajikistan were created with support from local entrepreneurs and local communities. In total, 72 out of 130 new school buildings were constructed via non-state investment. In total, off-budget resources through private entrepreneurs and local communities comprise 28.6% of the total cost of new construction in general secondary education. The private sector financed 28.6% of the total cost of new construction in general secondary education, except in Soghd oblast and Dushanbe, which are financially independent and do not rely on cash transfers from the republican budget. Average household spending per month on education services increased to 1.6% of household average monthly expenditure in 2019, compared to 1.2% in 2015 and 0.6% in 2010.

Income inequality mostly affects access to preschool and upper secondary education services. In 2019, expenditure on education services of the poorest quintile comprised 3.2% of their average monthly household budget, compared to 0.8% in the richest quintile. At the same time, expenditures on education of the poorest 10% of households (237.2 somoni per household member per month) were nearly four times lower than education expenditures of the richest 10% of households (893.2 somoni per household member per month). In 2021, the size of parental fees in state preschool education varied from 60 somoni to 120 somoni, based on the location of an educational institution. This represents between 4.1% to 8.1% of average monthly expenditure among the poorest 10% of households. Accounting for other levels of education and additional expenditures associated with education, such as the cost of school uniforms, meals, notebooks and other utensils, the average share of household budget spent on education rises to an estimated—and unaffordable—20% of total for the poorest quintile of households, given the size of their earnings.

In addition to the state budget allocations, educational institutions of all levels generate revenues to support their core operations. In 2019, revenues from alternative sources of educational institutions (1,031.3 million somoni) helped finance 21.4% of the total education budget. Educational institutions located in sub-national municipalities that are not reliant on IGFTs from the republican budget have a higher average share of their budgets financed through own revenues. Parental fees comprised 59.3% of all revenues generated by state preschool institutions in 2019. In preschool and general secondary education, special funds often include parental fees and other services, which can replenish up to 35% of annual preschool budgets and up to 10% of annual school budgets.

The quality and efficiency of public education may suffer significantly, if non-salary expenditures continue to shrink further. While the total inflation-adjusted wage bill in general secondary education has nearly doubled from 2010-2020, normative unit costs per one student and per one institution increased by a much lesser margin (130 percent). In turn, this resulted in the expansion of the wage bill as a proportion of the total per-capita budget and the reduction of non-salary discretionary resources available to schools from 60.5% to 55.9% of their total per-capita budgets.

To achieve its goals for the education sector, the government must minimize its budgetary exposure to future economic shocks and safeguard the implementation of reforms. The authorities should estimate the cost of the policy changes proposed by the National Strategy for Education Development through 2030 and envisage different financing scenarios for different macro-fiscal outlooks, reform options, and implementation schedules. If the transition to a 12-year education model is confirmed, the government will need to develop a detailed and costed action plan and realistically assess the country's capacity to implement it within the given timeframe. It may not be feasible to implement the transition to a 12-year education model while also achieving a 50% increase in preschool enrollment by 2030.

ANNEX-14

Terms and Conditions of Financing IsDB and ISFD Loan

Recipient:	Republic of Tajikistan
Project Title:	TJK-1043 - THE JOINT ISDB-GPE-OFID PROJECT FOR SUPPORT TO IMPLEMENTATION OF THE NATIONAL EDUCATION DEVELOPMENT STRATEGY OF THE REPUBLIC OF TAJIKISTAN (PHASE-II)
Financing Mode:	IsDB Loan ISFD Loan
Financing Amount:	(i) IsDB Loan - ID 15,380,000 (Islamic Dinar Fifteen Million Three Hundred and Eighty Thousand) equivalent to USD 20,000,000 (United States Dollars Twenty Million) (ii) ISFD Loan - USD 10,000,000 (United States Dollars Ten Million
Financing Period:	(i) IsDB Loan - 25 (Twenty- Five) years including a Grace Period of 7 (Seven) years (ii) ISFD Loan – 30 (Thirty) years including a Grace Period of 10 (Ten) years
Service Fee:	(i) IsDB Loan - 1.5% per annum (ii) ISFD Loan – 0.75 % per annum
Documentation	The Loan Agreement shall be subject to 2020 Edition of the IsDB General Conditions Applicable to Loan Financing approved by the Bank's Board of Executive Directors on 16th February 2020 (the General Conditions).
Effectiveness Conditions:	(i) Legal opinion acceptable to the Bank issued by the Legal Authority of the Recipient stating that the terms and conditions of the Loan Agreement constitute enforceable and binding obligations upon the Recipient. (ii) Approval of the Grant by Global Partnership for Education
Procurement:	The procurement of the goods and services shall be as follows: According to the Guidelines for Procurement of Goods, Works and Related Services under IsDB Project Financing (April 2019 edition) and the Guidelines for Procurement of Consultants Services under IsDB Project Financing (April 2019 edition)

(i) Civil works for construction of schools/district education buildings shall be procured through National Competition Bidding (NCB).
(ii) School furniture & laboratory equipment, digital equipment shall be procured through National Competition Bidding (NCB).
(iii) Vehicles & equipment/furniture for project office shall be procured through Shopping.
(iv) Project supervision consultancy firm shall be procured through Quality and Cost Based Selection (QCBS-MC)
(v) Consultancy services for CBE based curriculum reform and upgrading, teacher professional development, learning assessment and achievement monitoring (UNICEF) shall be procured through Single Source-Selection (SSS)
(vi) Financial audit services shall be procured through Least-Cost Selection (LCS-LC)
(vii) Individual project management consultants shall be procured through Individual Consultant Selection-LC

Executing/Coordinating Agency: Ministry of Education and Science of the Republic of Tajikistan

Implementation: Implementation period of the Project will be 5 (five) years.
The Recipient will:

(i) negotiate and agree with the contractor/consultant for the relevant prices, specifications and deliverables under the Project.

(ii) submit request for disbursements for payments under the procurement agreement(s).

(iii) arrange and be responsible for all costs not covered by the Bank's financing.

Deadlines: If at any time a binding obligation of the Recipient is not fulfilled within the stipulated time, the Bank has the right to terminate the Loan Agreement. If the deadline of any of:

(i) signing the Loan Agreement within 6 (six) months from the approval date of the Project; or
(ii) satisfying the conditions for the effectiveness of the Loan Agreement within 6 (six) months from the signature date of the Loan Agreement; or
(iii) submitting the request for the first disbursement with 6

(six) months of the effectiveness date,

is not met, the Financing Amount approval will be automatically cancelled and, if applicable, the Loan Agreement will be automatically terminated.

Other provision(s):

(i) The General Conditions are incorporated by reference to these Terms and Conditions.

(ii) Conditions precedent to the First Disbursement:

a. Hiring of Project Director as part of Project Implementation Group (PIG)

(iii) Opening of the Special Account and authorization for disbursement signatories. The ceiling of SA will be established at US$ 255,000.00 (based on six-month forecasted project expenditures). The maximum amount to be financed out of the SA is US$ 1,050,000. The SA will be managed as per the IsDB procedures and expenditures utilized from special account will be periodically reviewed and validated by financial auditor before replenishment of the account.

(iv) The Recipient shall ensure that an independent financial auditor for the Project is appointed to provide quality audit to the satisfaction of the Bank. The Recipient shall, when submitting a request for any Disbursement, subsequent to the First disbursement, submit an official document confirming that the process for recruitment of an independent financial auditor for the Project has been initiated. Failure to appoint the independent auditor shall be considered an Event of Default and shall result in suspension of the Approved Amount.

Terms and Conditions of Financing (Instalment Sale)

Recipient: Republic of Tajikistan

Project Title: TJK-1043 - THE JOINT ISDB-GPE-OFID PROJECT FOR SUPPORT TO IMPLEMENTATION OF THE NATIONAL EDUCATION DEVELOPMENT STRATEGY OF THE REPUBLIC OF TAJIKISTAN (PHASE-II)

Financing Mode:	INSTALMENT SALE
Financing Structure:	The Bank shall, at the request of the Recipient, procure the Project assets, and sell the Project 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:	USD 15, 000.000 (USD Fifteen Million)
Maturity:	[20] years from the date of first disbursement to the due date of last installment of the sale price; tentatively composed of a sale price payment period of [15] years after a gestation period of [5] years.
Mark up Rate:	(i) The Mark up Rate to be applied to each disbursement, the sum of: (a) Reference rate, which is the 10-year US Dollar SOFR mid-swap rates, prevailing at the time of disbursement date, fixed for the entire duration of financing for the subject disbursement. (b) Contractual spread prevailing at the time of disbursement which for the period 1st January to 30 June 2023 is 60 bps, fixed for the entire duration of financing for the subject disbursement. (c) Funding spread prevailing at the time of disbursement which for the period 1st January to 30 June 2023 is 100 bps, fixed for the entire duration of financing for the subject disbursement. (d) Risk premium prevailing at the time of disbursement which for the period 1st January to 30 June 2023 is 70 bps fixed for the entire duration of financing for the subject disbursement. (ii) The funding spread, contractual spread and risk premium are subject to semi-annual update by the Board of Executive Directors of the Bank to reflect changes in market conditions 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 Payment:	Semi-annual payments of accruing mark-up during the gestation period.
Documentation	The Framework Agreement and the Agency Agreement (together the Financing Agreements) shall respectively be subject to 2020 Edition of the IsDB General Conditions Applicable to Instalment Sale Financing and 2020 Edition of the IsDB General Conditions Applicable to Agency Agreements approved by the Bank's Board of Executive Directors on 16th February 2020 (the General Conditions).
Effectiveness Conditions:	(iii) Legal opinion acceptable to the Bank issued by the Legal Authority of the Recipient stating that the terms and conditions of the Financing Agreements constitute enforceable and binding obligations upon the Recipient. (iv) Approval of the Grant by Global Partnership for Education
Procurement:	Unless otherwise indicated in the Agency Agreement, the Recipient, as an agent of the Bank, shall follow the Bank's Procurement Guidelines and Procedures in procuring the Project assets. The procurement of the Project assets shall be as follows: According to the Guidelines for Procurement of Goods, Works and Related Services under IsDB Project Financing (April 2019 edition) and the Guidelines for Procurement of Consultants Services under IsDB Project Financing (April 2019 edition) (i) Civil works for construction of schools/district education buildings shall be procured through National Competition Bidding (NCB). (ii) Approval of the Grant by GPE
Executing Agency:	The Ministry of Education and Science of the Republic of Tajikistan.
Implementation:	The Recipient, in its capacity as the Bank's agent shall, on behalf of the Bank: (iv) negotiate and agree with the contractor/consultant for the relevant prices, specifications and delivery of the Project assets. (v) ensure that the procurement agreement(s) to be concluded between the contractor and the Recipient, as the Bank's agent, provides 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.

(vi) submit request for disbursements for payments under the procurement agreement(s).

(vii) arrange and be responsible for all costs not covered by the Bank's financing.

Delivery Notice: The Recipient shall take delivery of the Project assets on behalf of the Bank and issue notice of delivery of the Project assets to the Bank

Offer and Acceptance: Upon the Recipient receiving a sale offer from the Bank, the Recipient shall, in exercise of its promise to purchase the Project assets from the Bank upon delivery, indicate its acceptance of the sale offer within seven (7) business days from the date of receipt of the sale offer.

Deadlines: If at any time a binding obligation of the Recipient is not fulfilled within the stipulated time, the Bank has the right to terminate the Financing Agreements. If the deadline of any of:

(iv) signing the Financing Agreements within 6 (six) months from the approval date of the Project; or

(v) satisfying the conditions for the effectiveness of the Financing Agreements within 6 (six) months from the signature date of the Financing Agreements; or

(vi) submitting the request for the first disbursement with 6 (six) months of the effectiveness date,

is not met, the Financing Amount approval will be automatically cancelled and, if applicable, the Financing Agreements will be automatically terminated.

Other provision(s):

(ii) The General Conditions are incorporated by reference to these Terms and Conditions.

(iii) Conditions precedent to the First Disbursement:

a. Hiring of Project Director as part of Project Implementation Group (PIG)

(iv) The Recipient shall ensure that an independent financial auditor for the Project is appointed to provide quality audit to the satisfaction of the Bank. The Recipient shall, when submitting a request for any Disbursement, subsequent to the First disbursement, submit an official document confirming that the process for recruitment of an independent financial auditor for the Project has been initiated. Failure to appoint the independent auditor shall be considered an Event of Default and shall result in suspension of the Approved Amount.

ANNEX-15

System Generated Basic Project Data Sheet

IsDB البنك الإسلامي للتنمية Islamic Development Bank

Project Data Sheet

TJK1043

Approval Status: READY FOR APPROVAL

Report is generated on 15 Feb 2023 Valid Till 01 Mar 2023 *OMS Status SubmittedForApproval Generated by SAP OMS

Section A: Project Core Data

Status: Complete

*Country	Tajikistan	*Processing Year	2023		
*Name	The Joint IsDB-GPE-OFID Project for Support to Implementation of the National Education Development Strategy of the Republic of Tajikistan (Phase-II)	Profile	Public Financing		
Mapping to Org.Structure	*Complex	Operations Complex	Department		
	Director General	Country Programs	*Division	Regional Hub of Almaty, Kazakhstan	
Links	*Category	A	*BED	BED 350	01 Apr 2023 to 03 Apr 2023
	to Projects	Not Linked	to Programs	Not Linked	
	to Line of Finance	Not Linked	to MCPS	Not Linked	
	to MTBS	2022-2024	*to AOP	2023	
Project Team	Reg. Hub/Division Manager	Ibrahim Ali Shoukry	*Country Manager	Ali Muhammad Khan	
	*Project Team Leader (PTL)	Mohammad Rouhollah Mirzaei Kahagh			
Key Dates	Official Request Date	04 Nov 2021	OCM Clearance Date		
	Concept Clearance Date	31 Oct 2022	REN Clearance Date		
	Appraisal Date	30 Oct 2022	Submitted to Approval Date	04 Feb 2023	

Submission for Approval Cost (RRP version)	*Project Currency	*IDB	Co-Financiers	*Total Cost
	USD	45,010,000	41,000,000	86,010,000

Basic Data	*Sector/Sub-Sector	Education / General education	*Theme/Sub-Theme	HUMAN DEVELOPMENT / Universal Education
	*Beneficiary	Budget, Planning & External Policy Activ	*Executing Agency	Ministry of Education of The Republic of Tajikistan.

***Rationale**

The Project derives from the National Development Strategy (2030) and the National Strategy of Education Development (2030) and the Partnership Compact Document developed with the financial support of the GPE. The NEDS guides the Government's efforts in reforming the sector aimed at modernizing educational content, improving learning outcome, increasing school attendance rates, addressing inequalities, and ensuring effective and efficient delivery of quality education services to all. The project supports the NEDS objectives to improve the physical infrastructure, ensure the quality of educational services at general secondary education, beef up the material and technical base of education for the development of the educational institutions to enhance learning outcome. The first component of the project will serve the objective of the NEDS 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. The soft components (curriculum reform, learning assessment, and teacher professional development) is supporting the objective of the NEDS-2030 of quality assurance in education and development of mechanisms to evaluate the quality of education at the institutional level. This would be done through institutionalizing the reform within the system and building the capacity of relevant agencies engaged in reform to plan and implemented based on evidence. The functional review of the current education system and responsibilities of key agencies in the implementation of NEDS, agencies to understand their alignment with CBE reform is a key step towards such institutionalization. Furthermore, strengthening the capacity of agencies in their relevant functions and establishing strong coordination and collaboration among them is crucial in ensuring a comprehensive approach towards CBE implementation. The project will invest into development of models and documents which will define this coordination and collaboration. Thus, establishment of curriculum structure will contribute to overall coordination of the CBE reform through adequate planning and implementation, the new proposed model of instruction material development, teacher preparation, professional development and support will ensure adequate implementation of the CBE at school level, while the formative and summative assessment frameworks and NLA will feed the data back to further improve the system and learning outcomes. It is believed that the proposed structures and approaches will improve the overall implementation by ensuring stronger ownership of the MOES over the reform and contribute to a more targeted, efficient and effective use of other funds, including those invested by development partners in the reform. While the project does not aim at transforming the education system within the five years of its implementation, it will provide MOES with tools to transform its approaches to implementation of the CBE reform through evidence-base planning, implementation, and evaluation in alignment with objectives set in partnership compact document.

The project is consistent with IsDB's 10-Year Strategy 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 basic education anchored on the strategies 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, 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 2022 as a category A operation. IsDB's participation in this project will enhance access 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.

Alignment with GPE Priorities and Guiding Principles: The project is aligned with the GPE 2025 Vision seeking transformational change to support GPE partner countries in protecting past gains and accelerating progress toward more resilient education systems and the partnership compact developed with the GPE's financial support. The project development process and design comply with the GPE principles of focusing on learning, equity and inclusion, and stakeholder engagement, through a country-led dialogue and mutual accountability.

***Objective**

The Project Development Objective (PDO) is to improve the learning environment and facilitate system strengthening for sustainable implementation of an inclusive competency-based education system to improve student learning outcomes.120. The project specific objectives are:

a) Supporting the availability and adequacy of school infrastructure to boost basic education access opportunities especially in rural areas particularly for girls and children with disabilities (CwDs)
b) Supporting institutionalization and implementation of Competency-Based Education (CBE) curriculum reform
c) Establishing and scaling up the systems of Continuous Professional Learning (CPL) for teachers and competency-based teacher preparation
d) Strengthening and implementing national learning assessment and monitoring of learning achievement

***Scope**

The project has the following components:
Component 1: Learning Environment Upgrading/Infrastructure development and provision of Equipment and school furniture
Component 2: Improving quality and efficiency od education services
Component 3: Project Implementation Support.
Component 4: Financial auditing services
Component 5: Emergency Support

*Project Locations	*Implem. Period
The project sites are located in Sughd, Khatlon, and Republican subordination Area. The project will cover the schools in Vakhsh, Vose, Dangara, Javan, Qubadian, Norak, Abdurrahman Jami, Faizabad, Tajikabad, Bobochon Gafur, panjkent, Ainy, Jabbor Rasulov, varzob, Nurabad, Khorasan, Kushanion, Mir Syed Ali Hamadani, Hovaling, Muminabad, Nasir Khusrav, Panj, Temurmalik, farkhor Lakhs, Darvaz, Vanch, Ishkoshim, RoshtKala districts and Istaravahan, Vahdat, hisar, and Khujand cities.	56 months

Section B: Financing Plan By MoF with Co-Financing (RRP version)

Status: Complete

IsDB

*Operation/Fund	Step	*Curr	*Amount	*Amt (USD)	*%	*Budg.Year	*Appr. (Pln)	*Sign. (Pln)	*Eff. (Pln)	*PFDD (Pln)	*PLDD (Pln)	Rate Structure	*Grace Period	*Gest. End (Pln)	Serv.Fee /Mark-up	Tntiv Ser. Fee Fact.	Gest. Period Ref.	Repay.
TJK1043-10002155-Loan / OCR	No Step	XDR	14,818,108	20,000,000	23%	2023	04.02.23	04.07.23	04.01.24	04.03.24	04.03.28	Float to Float	7y	04.07.30				300m
TJK1043-60001312-Inst. Sale / OCR	No Step	USD	15,010,000	15,010,000	17%	2022	04.02.23	04.07.23	04.01.24	31.03.24	31.03.28	Float to Float	5y	31.03.29			USD SWAP 10 Y	180m
TJK1043-10002154-Loan ISFD / ISFD	No Step	USD	10,000,000	10,000,000	12%	2022	04.02.23	04.07.23	04.01.25	04.08.25	04.08.28	Float to Float	10y	04.07.33				360m

		Total Planned	45,010,000		52%
Other Co-financiers					
Government of Tajikistan		USD	8,000,000	8,000,000	9%
Global Partnership for Education (GPE) Multiplier Fund		USD	25,000,000	25,000,000	29%
OPEC Fund for International Development		USD	8,000,000	8,000,000	9%
		Total Planned	41,000,000		48%
		Grand Total Planned	86,010,000		100%

Section C: Financing Plan By Component RRP version

Status Complete

USD	IDB				Gov.		Co-Financiers			
	Loan ISFD	No Step Inst. Sale	Loan	Total IDB	GoT	Total Gov.	GPE	OPEC	Total Co-Financiers	Total
1.Developing Learning Environment through Infrastructure Development and Provision of Equipment	8,500,000	12,750,000	14,200,000	35,450,000	6,000,000	6,000,000	10,410,000	8,000,000	18,410,000	59,860,000
2.Improving quality and efficiency of Education Services							14,590,000		14,590,000	14,590,000
3.Project Management Support			2,750,000	2,750,000	262,000	262,000				3,012,000
4.Financial Auditing Services			50,000	50,000						50,000
Base cost	8,500,000	12,750,000	17,000,000	38,250,000	6,262,000	6,262,000	25,000,000	8,000,000	33,000,000	77,512,000
Price Contingencies	750,000	1,130,000	1,500,000	3,380,000	888,000	888,000				4,268,000
Physical Contingencies	750,000	1,130,000	1,500,000	3,380,000	850,000	850,000				4,230,000
Contingencies	1,500,000	2,260,000	3,000,000	6,760,000	1,738,000	1,738,000				8,498,000
Total Planned	10,000,000	15,010,000	20,000,000	45,010,000	8,000,000	8,000,000	25,000,000	8,000,000	33,000,000	86,010,000

GoT	Government of Tajikistan
GPE	Global Partnership for Education (GPE) Multiplier Fund
OPEC	OPEC Fund for International Development

Signatures

Reg. Hub/Division Manager	Project Team Lead (PTL)
Ibrahim Ali Shoukry	Mohammad Rouhollah Mirzaei Kahagh

3.1 -Carry out a functional review of national and school based summative assessment
- Draft guide on national summative assessment for math and Tajiki language for one stage and sample school based summative assessment for selected grades and subjects
-Build up national capacity in design of national summative assessment and analysis and interpretation of resulting data
-Develop a blended CPL course for teachers on competency-based summative assessment(by 2026)

4 Project Management

4.1 -Revision of teacher preparation programs in line with existing policy frameworks
-Revision of pre-service education courses on methodology of teaching math and Tajik language
-Revision of the approach to organizing pedagogical practicum of university students
-Development of modular in-service education courses in blended format supporting CPL of teachers(by 2026)