

REPUBLIC OF TAJIKISTAN

EARLY CHILDHOOD DEVELOPMENT PROJECT TO BUILD TAJIKISTAN'S HUMAN CAPITAL (ECDP)

Social Assessment Report



November, 2019

List of Abbreviations & Acronyms

BP	Basic Package of ECD services
CGDM	Child Growth and Development Monitoring Program
CPF	Country Partnership Framework
CSO	Civil Society Organization
DCC	District Coordination Committee
DLI	Disbursement-Linked Indicator
DPC	District Project Coordinator
DRS	Districts of Republican Subordination
E&S	Environmental and Social
ECD	Early Childhood Development
ECDP	Early Childhood Development Project
ECEC	Early Childhood Education and Care
eHCI	Early Human Capability Index
EHS	Environmental, Health and Safety issues
ELC	Early Learning Center
ESA	Environmental and Social Assessment
ESF	Environmental and Social Framework
ESIA	Environmental & Social Impact Assessment
ESMF	Environmental and Social Management Framework
ESMP	Environmental and Social Management Plan
ESS	Environmental and Social Standard
GFP	Grievance Focal Point
GOT	Government of Tajikistan
GRM	Grievance Redress Mechanism
IDA	International Development Association / World Bank
LMP	Labor Management Procedures
M&E	Monitoring and Evaluation
MoES	Ministry of Education and Science
MoF	Ministry of Finance
MoHSP	Ministry of Health and Social Protection
NGO	Non-Governmental Organization

O&M	Operations & Maintenance
PAP	Project Affected Person
PDO	Project Development Objective
PIG	Project Implementation Group
RPF	Resettlement Policy Framework
SBCC	Social and Behavioral Change Communications
SEP	Stakeholder Engagement Plan
SOP	Series of Projects
TA	Technical Assistance
TJS	Tajikistan Somoni (currency of the Republic of Tajikistan)
TLM	Teaching and Learning Material
TOT	Training of the Trainers
TWG	Technical Working Group
WB	World Bank

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1. Project Introduction

1.1 Background of the Project

The World Bank (WB) and Government of Tajikistan (GoT) are currently engaged in preparing an Early Childhood Development (ECD) Project chiefly aimed at enhancing access to early childhood facilities and ensured increased enrollment. This project is an important component of Pillar I of the WB Country Partnership Framework (CPF) (Human Capital and Resilience) with Tajikistan and builds on the SCD's focus on early childhood education and poverty reduction. Project activities will focus on child growth and development (social, cognitive, language and motor skills) monitoring and will address the factors that contribute to nutrition, under-5 mortality and educational opportunity, which have been identified in the SCD and CPF. These areas are also consistent with the World Bank's intention to support the Government of Tajikistan (GoT) in investing in its people to secure future productivity and competitiveness.

A long-term approach to Early Childhood Development (ECD) service delivery is envisioned. This project is the first in a series of projects (SOP), providing the foundations for a long-term engagement between the Bank and the GoT in the ECD space. The SOP is a single borrower program, with an expected two to three projects as part of the program, each lasting five to six years. The total cost and funding envelope of the SOP is not yet known and is likely to be determined on the basis of emerging needs. A SOP, endorsed by WB management, was decided on due to the magnitude of the needs of ECD in Tajikistan, the long-term nature of investments in ECD, and the complexity of multisectoral ECD service delivery, requiring collaboration and coordination across several ministries and stakeholders, which is currently very weak in Tajikistan. The benefits of using a SOP are: it shows commitment by the Bank to support the government in achieving its goals of improved and equitable provision of ECD services for all children in the country; it allows time for scale up of interventions, which would not be achievable on the scale required in the space of one project; and it allows sufficient time to measure impacts on child development outcomes, which can be very difficult to move the needle on in the space of one project. Building a well-integrated system that can track and strategically provide multisectoral services takes time. Therefore, the focus of this project will be to support the Government in developing its approach, and then identifying feasible and relevant gaps to build towards an integrated approach.

Given that the project will be the first of a series of projects, the first operation will focus on the provision of a Basic ECD Package, to address the most pressing issues of the ECD sub-sector while setting up strong foundations for cross-sectoral coordination for long term and sustainable ECD service provision. The Basic Package of ECD services (namely BP) essentially defines a mix of input, process and outcome targets. It includes the minimum institutional capacity, staff training requirement and support, physical infrastructure, materials and facilities required, parent and community involvement and the process linkages required to maintain a healthy and productive ECD environment which would secure achievement of the expected outputs and outcomes, defining for each group of beneficiaries given different needs at each stage of life. The BP should be seen as a first step in achieving the much more ambitious standards of ECD in the future.

1.2 Project Development Objective

The Project Development Objective is to increase access to multisectoral Early Childhood Development services.

PDO Level Indicators

- At least 60 percent of Primary Health Care Centers (PHCs) nationwide report the growth and development status of children 0-3 years old under the program using the CGDM program.
- At least 50 percent of children 0-3 years old have received the minimum number of checkups

defined in the basic package in the selected districts.

- At least 15 percent of 3-6 year old children in selected districts participating in preschool programs.¹

The definition of the Basic Package (BP) is a guiding framework, enabling the provision of multisectoral ECD services. As mentioned previously, the Basic Package aims to: (1) ensure that each child's growth and development is monitored systematically across the country, and (2) that children in targeted districts (rayons) enjoy quality ECD services at an essential level. A list of 14 districts has been proposed by the MoES for targeting under the project. These districts have less than half the national average enrollment rate for 3-6-year-old children, ranging from 2.4% to 6.5% as of October 2019. This list of districts is consistent with the proposed list determined through a multi-dimensional children's needs index developed for the purpose of determining the target areas for this project. Most of these areas also overlap with the GPE/Islamic Development Bank Basic Education Project, the CASA 1000 Community Support Project and the Socio-Economic Resilience Strengthening Project, and therefore could benefit from synergies in several areas related to ECD provision and community participation.

1.3 Project Area

The BP will be piloted in three regions, including Khatlon Sughd and DRS. The districts were selected by using an agreed upon criteria with the government during the pre-appraisal. The 14 districts selected are Kushoniyon, Vakhsh, Vose, Dusti, Kubodiyon, A.Jomi, Jayhun, Hamadoni in Khatlon, K.Mastchokh in Sughd, Varzob, Rudaki, Tajikabad, Faizabad, and Hissar in DRS, which have the lowest gross enrollment ratio (GER) among children ages 3-6 with an average of 4.3 percent. Sub-component 2.2 on Nation-wide introduction of developmental monitoring will also cover the Gorno-Badakhshan Autonomous Oblast (GBAO), as well as the nation-wide Social Behavior Change Campaign will cover this region.

1.4 Project Components/Sub-Components

Component 1: Strengthening national capacity to deliver a Basic Package of ECD services

The objective of this component is to strengthen the system capacity to deliver a Basic Package of services that promote improved ECD outcomes. There are five sub-components aimed at supporting this objective.

Sub-component 1.1: Update and development of the guidelines, programs, materials and resources for implementation of a BP of services for improved ECD outcomes. The objective of this sub-component is to update and develop the resources needed to support implementation of the BP at national and district levels. Activities financed by the project will include TA for: (a) development of a BP Operational Manual; (b) updating prenatal care guidelines and tool; (c) updating the CGDM (CGDM) Program; (d) review and adaptation of curricula, equipment and TLMs for existing and alternative preschool models; and (e) revising designs of preschool constructions. Activities under this sub-component will all begin during the first year of project implementation.

Sub-component 1.2: Staff training (technical and managerial). The objective of this sub-component is to provide managerial staff and trainers with relevant training to build their knowledge and capacity to oversee and implement the BP. To achieve this, the project will finance: (a) training to staff responsible for oversight of implementation and monitoring of the BP on relevant topics, including through study visits; and (b) training of trainers on topics related to the BP, both in health and education. The introduction of the BP will

¹ Preschool programs include center-based programs, like KG, ELC and other alternative models, such as playgroups or home-based

require change in mindset of authorities at all levels, it will also require different sets of skills of people involved in the project implementation. The training aims to support stakeholders better understand each roles and responsibilities in the project implementation to ensure a close coordination between the main players at all levels. Training will also integrate content on gender targeting and climate change adaptation and mitigation, including energy and water conservation measures that can be taken in their workplaces and promoted through their regular work.

Sub-component 1.3: Development of a national M&E system on ECD and carrying evaluation of the project interventions. Under the current regulatory and legal framework, resource allocation and accountability for ECD outcomes is split largely between the MoES and the MoHSP, with multiple overlaps, which inhibits the coordination of services for *young* children and the targeting of resources to best promote ECD, which requires a multisectoral approach. However, reforming the regulatory and legal framework to consolidate decision making and accountability for ECD is a long-term process and the model of how to do this depends largely on the specific country context. This sub-component aims to: (a) support foundational activities to promote the alignment of government decision making that affect ECD outcomes with accountability for those outcomes; and (b) evaluate project interventions to inform government decisions on scale up. The project will finance: (a) a national assessment of holistic ECD outcomes; and (b) TA and financing for the development and implementation of surveys to evaluate ECD programs.

Sub-component 1.4: Supporting financing reforms for enhanced services that promote improved ECD outcomes. Current financing of PHC in Tajikistan may impede rollout of the CGDM program. The calculation and financing of all PHC facilities are by line item budgets. On average, some 95 percent of PHC funds fall in the “salaries” budget line. The PHC managers have no flexibility in terms of shifting budgets across budget lines. Unexecuted funds, against any budget line, are reallocated by district finance authorities outside of the health sector at the end of the financial year. In FY 2018 alone, about US\$2.6 million budgeted for primary health care facilities was not executed and, as a result, lost to the health sector because of the rigidity of the budgeting and public FM procedures.

Sub-component 1.5: Development of a cohesive and coordinated ECD regulatory framework, including governance, financing mechanism, and staffing. Under the current regulatory and legal framework, resource allocation and accountability for ECD outcomes is split largely between the MoES and the MoHSP, with multiple overlaps, which inhibits the coordination of services for young children and the targeting of resources to best promote improved ECD outcomes. However, reforming the regulatory and legal framework to consolidate decision making and accountability for ECD is a long-term process and the model of how to do this depends largely on the specific country context. This sub-component aims to support the development of a regulatory foundation to (a) promote an overarching multi-sectoral enabling framework of ECD services; (b) identify the relevant role players and their roles and responsibilities for the provision of the various components of ECD services; and (c) establish national integrated ECD leadership and coordinating structure. To achieve this, the project will finance TA to develop the sector governance capacity, which includes the regulatory framework, capacity building at the central and decentralized levels for integrated planning, supervision and monitoring of service provision promoting improved ECD outcomes, as well as monitoring ECD outcomes. The development of regulatory framework will be informed by evidence gathered from the evaluation of the project implementation over time.

Component 2 – Implementing the BP nation-wide

The objective of this component is to support nation-wide implementation of elements of the BP through SBCC and roll out of the CGDM Program. This will be achieved through two sub-components.

Sub-component 2.1: Social and Behavioral Change Communications. A comprehensive public awareness campaign and SBCC are essential for reaching the PDOs. A focus on the importance of child development constitutes a significant shift in mindset at different levels of the system: government officials, health and education workers, communities, and families. Therefore, based on a stakeholder analysis, a comprehensive Communications Strategy with culturally appropriate messages and approaches developed as part of the project will target audiences at various levels to enhance the understanding about the full definition of ECD, including nutrition, responsive care and early stimulation and alternative early learning interventions. The ultimate objective is to influence parental practices in a positive way, help create stronger multisectoral links within institutions at the national and local levels and increase public demand for quality and affordable services that promote improved ECD outcomes.

Sub-component 2.2: Nation-wide introduction of developmental monitoring. This sub-component will finance the production and distribution of materials for the implementation of the updated ambulatory card for pregnant women and for the implementation of updated CGDMP. The sub-component will finance basic equipment and training to implement the CGDM program nationwide. Training will be provided, at the regional level, by Regional Family Medicine Centers, to support nation-wide roll out, recognizing that these centers can play a role in a multi-pronged strategy for a cultural shift in the monitoring of child development.

This component will provide training and the provision of ultrasound and laboratory equipment at regional level to support prenatal care and early detection of intrauterine growth restriction, congenital and genetic defects and other conditions that can affect intrauterine and childhood development. This sub-component will also finance rehabilitation, training and equipment to districts PHC centers and other rehabilitation services to support further assess, treatment and rehabilitation of children referred from rural PHC Centers. Revised CGDM tools will prompt earlier identification of more at-risk children in need of specialized services. If needed, small works for rehabilitation of these units would be also supported. These district PHC Centers and other rehabilitation services will provide regular specialized services to support children with developmental delay to resolve or minimize the impact of their conditions, such as physiotherapy or speech therapy. Activities will begin in the first/second year of implementation and continue throughout the life of the project.

Component 3 – Improving access to the BP in targeted districts (IDA: US\$56.0 million)

The objective of this component is to support local administrations and communities in targeted districts in developing, implementing and monitoring their ECD plans aligned with the goals of the BP. The objectives of this component will be achieved through three sub-components.

Sub-component 3.1: Development of district ECD plans. The project will introduce a vital innovation to help target areas develop integrated ECD plans aimed at delivering the BP. Information for the plans will be obtained from communities/*mahallas*, who will need to be mobilized and informed about the BP and supported in determining their needs and to develop an optimal mix of solutions to help achieve the BP in their communities. The project will leverage the models of community mobilization that are expected to be employed under the World Bank-supervised SERSP and the CSP. Both projects rely heavily on the *mahalla* level (below the village level) as a locus of community mobilization, planning and implementation of projects (including health, education and social services). The district offices will be expected to work with the line ministries to finalize *mahalla*-level plans for the development of the district-level ECD plan. An estimated budget for achieving the BP expected outputs will be provided to each target district to enable the development of a realistic plan. The plan will be developed based on needs assessments made by communities, taking into account other existing and future support during the course of the project life to

avoid overlapping and ensure coordination. The plan needs to define the annual target and priority to be achieved that fit with the implementation capacity and budget envelop provided. The project will finance: (a) training for district staff in planning, implementation and monitoring implementation progress; (b) TA to develop implementation plans to achieve the BP in target areas; and (c) a targeted SBCC campaign at the local level, which will aim to assess ECD needs, develop integrated ECD plans, and enhance family and community support for early childhood stimulation and development, improve parental practices, and empower health workers and educators to support parents and provide quality services that promote improved ECD outcomes at the local level.

Sub-component 3.2: Implementation of district ECD plan. The objective of this sub-component is to support local administrations and communities in targeted districts in the implementation of their district ECD plans developed under sub-component 3.1. Activities will focus on rehabilitation and provision of equipment, supplies and training for selected PHC facilities, increasing support to nurses implementing the CGDM program, and expansion in access to preschool education. Districts will be provided with operating funds to support the implementation of the District ECD plan.

Rehabilitation, provision of equipment and supplies and training for selected PHC facilities: PHC facilities will be rehabilitated to improve access to water and sanitation, quality and safety of existing infrastructure that are resilient to climate and geophysical hazards, cost effective, safe, and energy efficient, such as through improved lighting, heating, windows and insulation, and appliances, and create ECD service rooms and supply of settings for ECD programming. Many PHC facilities require rehabilitation and in a small number of selected cases, construction of new may be needed and supported. Addressing this need will help to build the ability of primary care to support provision of the Basic Package of ECD Services by providing safer, sanitary forums for health workers to deliver the updated CGDM program. Child development rooms will be part of PHC rehabilitation (through designating existing spaces for this purpose or adding additional rooms, where possible). These will provide health workers and parents with a dedicated space, and materials, to implement the CGDM program, communicate about parenting and enhance child stimulation. For example, these rooms will include toys and materials that build motor skills, posters and graphics that help to develop linguistic skills. Drawing on the PHC facility's role as key contact point, and recognizing the challenges facing pregnant women, increased support (training and materials) will be provided so that PHCs are better able to provide prenatal care and guidance to parents on topics such as early stimulation and nutrition. In addition, equipment and supplies, and training for the expanded BP will be provided. This will include: basic ECD-oriented toys and materials for child stimulation; supplies to establish ECD toy libraries; materials for antenatal care as well as other supplies and equipment. Existing primary care staff without specialist training will also undergo the six-month retraining course in family medicine at the closest Family Medicine Training Center. This component will also finance the supervision the implementation of the CGDM program through the State Surveillance Service over Medical Activities and Social Protection (Khadamot).

The objective of this sub-component is to expand access to preschool education opportunities for 3-6-year-old children in targeted districts, with the priority placed on 6-year-old children to ensure all children have at least one year of preschool education before starting primary school. This will be achieved by creating and operationalizing more KG and ELC spaces, and introducing CCDGs to Tajikistan in existing spaces in the communities, as defined in approved district ECD plans developed under sub-component 3.1.

The project will finance: (i) construction of three (3) new KGs, retrofitting existing spaces to accommodate new students in 55 KGs, and construction and retrofitting of up to 500 ELCs; (ii) establishing up to 1,500

CCDGs; (iii) recruitment of new KG and ELC teachers, CCDG facilitators, and coaches/methodologists; (iv) training of teachers, facilitators, coaches and other staff; (v) procurement and distribution of appropriate classroom furniture and equipment; (vi) production and distribution of TLMs to all KGs, ELCs and CCDGs supported by the project; and (vii) quarterly coaching visits to KGs, ELCs and CDGs supported by the project. The teaching and learning materials provided to CCDGs will be of sufficient quantities to enable caregivers to borrow materials to take home and read or play with their children.

Sub-component 3.3: Monitoring the implementation progress at district and mahalla level. While the CGDM and EMIS systems would provide data for monitoring the implementation of ECD plans, additional data would be required for monitoring attendance and CCDGs. For CCDGs, data collection from ELCs and KGs would mirror data collection currently conducted under the EMIS and would be ultimately integrated with the EMIS system. Attendance data is currently not being collected under the EMIS system but has been done previously. TA would be provided to develop an approach for collecting attendance data through the EMIS system and TA including quality assurance would be provided by a consultant. TA would also be provided in order to provide timely reports of enrollments to *mahallas* and districts for monitoring of the ECD plans.

Sub-component 3.4: Strengthening local accountability and citizen engagement. The project will engage parents and communities in the implementation of activities across the project, building on existing systems to engage parents and community members and working at the community level to identify needs and gaps in services promoting improved ECD outcomes. In addition, as noted above, synergies with the recently approved community-driven development projects CSP and SERSP offer platforms for deeper engagement working with mahallas and community-subcommittees. Two mechanisms for engagement are planned: (i) the SMS-based information and beneficiary feedback mechanism “Mobile Engage”, which will enable geographically-targeted information dissemination to inform beneficiaries on project-related activities, and provide a free automated SMS-based interface (using Interactive Voice Response technology) through which parents and community members are encouraged to provide feedback on any ECD related issue they wish to share, provide feedback on, and file complaints.

Where there are ECD spaces established, a participatory planning and monitoring mechanism (e.g. similar to Check My Kindergarten/ECD space) through women’s (or parent) groups will be engaged in a process of monitoring the performance of their PHCs and preschools around a set of simple indicators (timeliness, cleanliness, equitable treatment of all children), which facilitate dialogue through semi-annual action plans undertaken jointly by parents, community members and PHC and preschools staff. These action plans can be discussed at a “Check My Kindergarten/How-are-we-doing?” workshop organized to enable the whole community to provide periodic feedback on the quality of services in PHCs and preschools, and to verify that all promised inputs (e.g., furniture, equipment and learning materials, etc.) have indeed been supplied. The project also proposes to supplement the survey platform L2T with consultative parents’ forums at the *Jamoat* level.

Component 4 – Project management and coordination (US\$3.0 million)

This component will provide support for the execution of project management and coordination activities. The component aims to provide daily support for execution of the project interventions to ensure implementation progresses smoothly according to agreed plan. A PIG is expected to be established with specific responsibilities to provide support and coordinate implementation of project activities. The PIG will be supported by experts who meet the requirements defined in each position’s terms of reference satisfactory

to the Bank. The component will finance: (i) external consulting services required, including consultants to staff the PIG, including procurement, FM, M&E, community mobilization, and other technical positions, liaison officers for coordination with the MoF, MoHSP, MoES and authorities of the prioritized districts and *mahallas*; (ii) office and equipment; (iii) training for PIG and all concerned parties, as needed for project implementation; (iv) audits, and operating costs, including travel for study tours and supervision; and (v) workshops and conference, as agreed with the Bank, to facilitate good practices and share lessons learned across.

1.5 Project Preparation

The project recognizes the significance of, and adopts the World Bank's Environmental and Social Standards, for identifying and assessing as well as managing the environmental and social (E&S) risks and impacts associated with this investment project. The reviews undertaken by the Bank has classified environmental and social risks as moderate and substantial respectively. In response, the Government of Tajikistan/ Project Implementation Unit under the Ministry of Finance (MoF), implementing agency, has developed several key instruments to address the same. They are: Environmental and Social Management Framework (ESMF); Labor Management Procedures (LMP); Resettlement Policy Framework (RPF); Stakeholder Engagement Plan (SEP); and Social Assessment (SA).

2. Social Assessment

2.1 Purpose of the Social Assessment

The overall objective of social assessment study is “to better understand and address social development issues, including the requirements of poor and vulnerable sections and ensure accomplishing the outcomes – inclusion, cohesion, equity, security, decentralization and accountability. The project preparation recognized that the beneficiary profile is not homogeneous, rather, quite diverse comprising a number of sub-groups identifiable on the basis of their differential endowment, gender, ethnicity, different economic groups and other regional features. The challenge therefore lies in addressing the requirements of all social groups, with special attention towards the poor and socially vulnerable groups. Tajikistan is highly diverse on the socio-economic front which makes it challenging to develop a service delivery system which can respond flexibly to different needs. Also, there are multiple stakeholders to the project, who would have varying degrees of influence and impact on project activities and outcomes. This makes it necessary for the project to provide a framework for participation of all key stakeholder groups and solicit their contributions towards project design and delivery mechanisms. The social assessment helped in identifying key social development issues and to assess impacts of the project. This led to drawing necessary measures that the project is expected to take up to ensure inclusion and addressing equity in accessing project benefits, strengthening decentralized governance system. Broad elements of the SA include beneficiary assessment, stakeholder analysis, social impacts, institutional assessments and risks analysis.

Most elements of SA have been ingrained into ESMF (and SEP) and essentially designed to provide inputs such as to influence the designing of the project. The ESMF outlines the background / context, the policy and regulatory framework, a brief description of the environmental impacts of possible ECD sub-projects, Environmental and Social Assessment (ESA) procedures & guidelines, institutional arrangements, and consultations and disclosure procedures. The policy & regulatory framework includes also a section describing both measures, which will be used to ensure compliance with the national laws and WB requirements. Under the ESA procedures and guidelines, there are details on responsibilities for sub-project preparation, screening, appraisal, implementing and monitoring. These guidelines will assist in outlining what is required for the site-specific Environmental and Social Management Plans (ESMPs). It includes guidelines for proposed small-scale construction sub-projects in the form of an ESMP checklist. Under institutional arrangements, the project will also support training and capacity building of sub-project beneficiaries and their consultants / contractors. So, this document, SA should be read in conjunction with other documents- ESMF and SEP.

This document and all other environmental and social instruments have been approved by the Government of the Republic of Tajikistan and cleared with the World Bank (WB). It has been uploaded on WB’s external web-site and available locally through the development center. The ESMF has been translated into Russian and/or Tajik and further disseminated in such a way as to be available to central and local government agencies and community members.

2.2 Approach and Methodology for Preparation of SA

During preparation of the SA the following research methods were applied: desk review of the available national regulatory and legal documents related for the environmental and social assessment; screening of secondary socio-economic statistical data available for the targeted provinces and districts, individual interviews with international and local experts, focus groups discussions, public meetings and consultations.

The MoF PIG staff conducted field visits to Khatlon and DRS target districts and were assisted by the Ministry of Health and Social Protection (MoHSP), and the Ministry of Education and Science (MoES)

specialists to identify potential environmental and social risks and impacts of the proposed Project in order to draft the ESMF. The public consultation on the draft ESMF were held with key stakeholders from 14 districts in Dushanbe on November 27, 2019.

2.3 Aspects of Social Assessment

2.3.1 Beneficiary Assessment

Assessment of the potential beneficiaries, based on primary data and available secondary data, comprising socio-economic profile of the project at national, regional and district, was undertaken in the assessment process, poor and vulnerable communities. The assessment covered current status of development in different aspects, local institutional and governance mechanisms and the local operational arrangements.

2.3.2 Stakeholder Analysis

Identifying stakeholders at different intervention levels, mapping their key expectations, expected impacts, issues and concerns as related to each stakeholder and the subgroups thereof.

2.3.3 Impact Assessment

Identifying positive and negative social impacts likely to occur for different sub-groups or beneficiaries as a result of project interventions; assessing and prioritize impacts based on their significance; and likelihood of measures (within the scope of the project) to minimize negative impacts and derive the maximum from positive impacts.

2.3.4 Institutional Analysis

Documenting the existing institutional and implementation arrangements, covering key actors, such as government departments, technical institutions, non-government agencies etc.

2.3.5 Risk Assessment and Analysis

The assessment and its analysis, from within and external to the project and specific measures required to address them. Identifying key issues to be addressed by the project and preparing a Social Management Framework (as a part of the ESMF) to address the same which includes; implementation arrangements, capacity building, awareness and application of IEC etc.

2.3.6 Develop Monitoring and Evaluation Framework

Preparing a Monitoring and Evaluation System from social perspectives, based on the planned activities under the scope of the project.

2.3.7 Capacity Building Framework

Given that the objective is to mainstream environmental and social safeguards in planning and implementation, a robust capacity building plan for various levels of stakeholders would be prepared by the project.

2.3.8 Implementation Arrangements

Establish a clear understanding of the institutional requirements, roles and responsibilities for adopting and implementing the ESMF.

All the above have been dealt in depth in ESMF, SEP and RPF, we present in this report key salient features which have influenced the designing of the project.

2.4 Structure of the Report

This document consists of seven chapters, which provide guidelines for a framework for participation of all key stakeholder groups and solicit their contributions towards project design and delivery mechanisms. It describes how the identified key social development issues and social impacts assessed will be addressed by necessary measures that the project is expected to take up to ensure inclusion and addressing equity in accessing project benefits, strengthening decentralized governance system.

Chapter 1: Introduction and Project Overview

It introduces the project and gives an overview on project background, states the project development objectives and PDO indicators. It describes the project components and subcomponents. It also outlines the major project activities and planned approaches merged from social risks to be addressed.

Chapter 2: Social Assessment

This section describes the approach and methodology adopted in the assessment process and key stakeholders consulted during the process. It also includes the outline of the report structure.

Chapter 3: Administrative, Policy and Regulatory Framework

Relevant national and state acts and policies, institutional framework and regulations that may apply during the implementation of the project are discussed in this section. It also covers the WB ESS provisions relevant to the project.

Chapter 4: Social Baseline

The social and economic characteristics of the country, regions and the target districts are discussed in this section to understand the social status of the project.

Chapter 5: Stakeholder Consultations

This section presents key stakeholders consulted and their concerns and expectations from the project in different aspects. This section basically presents stakeholders' perception and opinion, as well as the institutional analysis of engaged stakeholders at national, regional, district, sub-district and community levels.

Chapter 6: Social Management Framework

It provides the analysis of the expected positive and potential adverse impacts of the project on social aspects, and presents the mitigation measures to be used to address them.

Chapter 7: Implementation Arrangements

The ESMF and SEP implementing optimal arrangements and required process flows at the project and sub-project levels are discussed in this section. It also describes the project-based GRM structure and implementation.

3. Administrative, Policy and Regulatory Framework

In this section, some of the policies and legislations of the Government of Tajikistan are briefly discussed, that will have a bearing on the project. This is followed by a brief description of the project relevant laws, development programs and schemes being implemented by the Government of Tajikistan. Later, at the end of the section, the relevant World Bank Environmental and Social Standards are presented.

3.1 National Legal Provisions on Social Safeguards and Citizen Engagement

Law on Freedom of Information is underpinned by Article 25 of the Constitution, which states that governmental agencies, social associations and officials are required to provide each person with the possibility of receiving and becoming acquainted with documents that affect her or his rights and interests, except in cases anticipated by law.

According to the *Decree 'Approval of the Order of costs reimbursements related to provision of information'* adopted on January 1, 2010, all state institutions are enabled to charge fees for providing any kind of information to journalists and public officials. The decree states that one page of information provided should cost up to 35 Somoni (US\$8).

The decree enables state officials to charge for photocopying official documents or extracts of official documents and for obtaining information from government officials in writing. Payment can be collected not only for the supply of printed information, but also for verbal information and clarification of legislative acts, decrees and regulations².

Per the *Law on Public Associations*, a public association may be formed in one of the following organizational and legal forms: public organization, public movement, or a body of public initiative. Article 4 of this law establishes the right of citizens to found associations for the protection of common interests and the achievement of common goals. It outlines the voluntary nature of associations and defines citizens' rights to restrain from joining and withdrawing from an organization. August 2015 amendments to this legislation require NGOs to notify the Ministry of Justice about all funds received from international sources prior to using the funds.

The 2014 *Law on Public Meetings, Demonstrations and Rallies* (Article 10) bans persons with a record of administrative offenses (i.e. non-criminal infractions) under Articles 106, 460, 479 and 480 of the Code for Administrative Offences from organizing gatherings³. Article 12 of the Law establishes that the gathering organizers must obtain permission from local administration fifteen days prior to organizing a mass gathering.

Law on Local Governments (2004) assigns a district or city chairman the authority to control over the natural resource management, construction and reconstruction of natural protection areas, to oversee the local structures in sanitary epidemiological surveillance, waste management, health and social protection of population within the administrative territory. No public gathering is implemented without official notification of local government (district khukumat).

² 'Commercial Laws of Tajikistan: An Assessment by the EBRD'. Office of the General Counsel. April 2012. European Bank for Reconstruction and Development.

³ These provisions concern the hampering of gatherings (Article 106); disorderly conduct (Article 460); disobedience to police (Article 479); and violation of rules of conducting gatherings (Article 480).

The 1994 Law “*On Self-Government Bodies in Towns and Villages*” assigns to jamoats a broad range of competencies and the mandate to support community efforts to address local socioeconomic needs. The 2009 amendment aims to strengthen local self-governance and accountability by delegating budget authority to jamoat councils, and introducing a system of direct election for jamoat councilors. The 2017 amendment allows jamoat councils to retain non-tax revenues earned through the provision of administrative services and a percentage of local property taxes. The 2017 amendment suggests a seriousness on the part of national government to enact policies that empower jamoat councils with authorities and resources needed to support local development and problem-solving.

Law on Self-governing, Social Institutions (2008) regulates the functioning of mahallas being considered as the smallest self-government entities at the local level. Mahalla can be registered with local governments as social institution with rights to maintain own banking account, stamp as well as to issue simple documents as certificate of permanent or temporary residency. According to the new law in order to resolve social problems, they can cooperate with governmental and non-governmental bodies as well as international organizations operating in Tajikistan.

Law of Republic of Tajikistan on Appeals of Individuals and Legal Entities (from July 23, 2016, № 1339), contains legal provisions on established information channels for citizens to file their complaints, requests and grievances. Article 14 of the Law sets the timeframes for handling grievances, which is 15 days from the date of receipt that do not require additional study and research, and 30 days for the appeals that need additional study. These legal provisions will be taken into account by the project-based Grievance Redress Mechanism.

Labour Code prohibits forced child (Article 8). The Labor Code also sets the minimum age at which a child can be employed as well as the conditions under which children can work (Articles 113, 67, and 174). The minimum employment age is 15, however, in certain cases of vocational training, mild work may be allowed for 14 year olds (Article 174 of the Labor Code). In addition, there are some labour restrictions on what type of work can be done, and what hours of work are permissible by workers under the age of 18. Examples of labor restrictions include: those between 14 and 15 cannot work more than 24 hours per week while those under 18 cannot work more than 35 hours per week; during the academic year, the maximum number of hours is half of this, 12 and 17.5 hours, respectively. These limitations are consistent with the ILO Convention on Minimum Age. In addition, Law on Parents Responsibility for Children’s Upbringing and Education, makes parents responsible for ensuring their children not involved in heavy and hazardous work and that they are attending school.

3.2 Key National Sector Specific Legal Provisions

Regulatory documents related to preschool education		
No.	Document title	Document scope
1	Constitution of the Republic of Tajikistan, 2003	Establishes the right to receive preschool education within the framework of existing laws.
2	Law of the Republic of Tajikistan 'On Education,' 2013	Establishes general framework for structure, activities, and management of education system in RT, as well as specifies legal, institutional, socioeconomic framework and core principles of state policy in education sector.
3	Law of the Republic of Tajikistan 'On Preschool Education and Care,' 2013	Establishes legal, institutional, economic, and social framework for preschool education and care in the RT.
4	Law of the Republic of Tajikistan 'On Responsibility of Parents for Child Education and Upbringing,' 2011	Establishes responsibility of parents for child education and upbringing, protection of their rights and interests.
5	Law of the Republic of Tajikistan 'On licensing certain types of activities,' 2004	Establishes types of activities of educational institutions that require permit, as well as legal basis for issuing licenses for the right to perform certain types of activities.
6	'Provision of preschool educational institutions,' 2015	Establishes responsibilities, liabilities, and roles of preschool educational institutions; organization of educational process; requirements toward management of preschool educational institutions.
7	'Preschool institutions for children. Design norms,' 1988	Establishes norms for designing newly built and reconstructed preschool educational institutions for children.
8	'National Concept on Education,' 2006	Specifies tasks and objectives of national education on a new historical stage, determines their role and status in forming a fully rounded person.
9	'National Education Development Strategy of the Republic of Tajikistan till 2020,' 2012.	Provides for structural changes in education system, as well as ensuring accessibility of qualitative education through modernizing education system.
10	'National Development Strategy of the Republic of Tajikistan till 2030,' 2016	Establishes development of preschool education that fosters ECD, development of alternative forms of preschool education (including non-public); creativity centers for children and youth, inclusive education system; development of targeted assistance system for low-income households.
11	'State Standard for Preschool Education of the Republic of Tajikistan,' 2014	Establishes single requirements with regard to preschool education and care; core component of preschool education and care; academic workload for students; requirements with regard to graduates' level of competence; organization of educational process; timelines for preschool learning and care.
12	'National Concept on Inclusive Education for Children with Disabilities in the Republic of Tajikistan for 2011–2015,' 2011	Establishes equal rights for education and care for CwD at educational institutions of the RT.
13	Government Resolution 'On transition of public preschool educational institutions to normative (per capita) financing,' 2015	Stipulates transition of public preschool educational institutions to normative (per capita) financing.

Regulatory documents related to preschool education		
No.	Document title	Document scope
14	Government Resolution 'On payments for maintenance of children in state preschool educational institutions,' 2016	Establishes unified norm for parental fees.
15	'Reference book for education financing,' 1987	Establishes a single requirement with regard to forming Full-Time Equivalents at preschools and their financing.
16	'Program for development of private preschool and general secondary educational institutions,' 2014	Establishes measures to create favorable conditions for joint activities among public and private sectors.
17	'Early child learning and development standards (from birth to 7(6) years),' 2010	Establishes single requirements related to preschool education and care for children at the age from birth to 7(6), contents of teaching process, as well as provides for interrelation of sensitive development periods of children and their influence on education and care objectives.
18	'Hygienic requirements for children preschool institutions' (SanPiN [sanitary rules and norms] 2.4.1.009-13), 2014.	Specifies sanitary and hygienic norms for all types of preschool educational institutions.
19	State program 'Rangincamon' (Rainbow), 2012	Principal educational program for all types and forms of children full-day preschools (regardless of ownership type) that aims to develop abilities of children, care, education. and preparation for school.
20	'Short-term curriculum to prepare preschool-age children 5–7 (6) years old to school enrollment,' 2009	Provides for forming groups to prepare for school enrollment of children at secondary educational institutions, as well as preparation of children for school during 3 months.
21	'Preschool preparation of children of 5–7 (6) years old,' curriculum, 2010.	Specifies primary objectives of care, education, and development for children 5–7 (6) years old to prepare children for school enrollment during 1 year.
22	'Program to prepare preschool-age children of 5–7 (6) years old to school enrollment,' curriculum, 2015.	Specifies primary objectives of care, education for children and their preparation to school within short timeline (1 month).
23	'Educational and teaching program of Children development center,' 2013.	Provides for development of skills and competence of children, increasing preschool enrollment of children.
24	'Procedure for qualification upgrading and retraining of education sector professionals,' 2013.	Establishes the procedure for completion of courses for qualification upgrading and retraining of education sector professionals.
25	'Procedure for payment of salaries to education professionals,' 2017.	Establishes procedure for payment of salaries to education professionals.

3.3 The Relevant World Bank Environmental and Social Standards

The World Bank Environmental and Social Framework sets out the World Bank's commitment to sustainable development, through a Bank Policy and a set of Environmental and Social Standards that are designed to support Borrowers' projects, with the aim of ending extreme poverty and promoting shared prosperity.

The Environmental and Social Standards⁴ set out the requirements for Clients/Borrowers relating to the identification and assessment of environmental and social risks and impacts associated with projects

⁴www.worldbank.org/en/projects-operations/environmental-and-social-framework/brief/environmental-and-social-standards and

supported by the Bank through Investment Project Financing. The Bank believes that the application of these standards, by focusing on the identification and management of environmental and social risks, will support Borrowers in their goal to reduce poverty and increase prosperity in a sustainable manner for the benefit of the environment and their citizens.

The standards will:

- (a) support Borrowers/Clients/Implementing Agencies in achieving good international practice relating to environmental and social sustainability;
- (b) assist Borrowers/Clients/Implementing Agencies in fulfilling their national and international environmental and social obligations; (c) enhance nondiscrimination, transparency, participation, accountability and governance;
- (d) enhance the sustainable development outcomes of projects through ongoing stakeholder engagement

There are ten Environmental and Social Standards, establish the standards that the Implementing Agencies and the projects have to meet through the project life cycle. The relevant ESSs to ECDP Project are as follows:

ESS 1 - Assessment and Management of Environmental and Social Risks and Impacts

ESS1 sets out the Client's responsibilities for assessing, managing and monitoring environmental and social risks and impacts associated with each stage of a project supported by the Bank through Investment Project Financing, in order to achieve environmental and social outcomes consistent with the Environmental and Social Standards (ESSs).

The environmental and social assessment will be based on current information, including a description and delineation of the project and any associated aspects, and environmental and social baseline data at an appropriate level of detail sufficient to inform characterization and identification of risks and impacts and mitigation measures. The assessment will evaluate the project's potential environmental and social risks and impacts, with a particular attention to those that may fall disproportionately on disadvantaged and/or vulnerable social groups; examine project alternatives; identify ways of improving project selection, siting, planning, design and implementation in order to apply the mitigation hierarchy for adverse environmental and social impacts and seek opportunities to enhance the positive impacts of the project. The environmental and social assessment will include stakeholder engagement as an integral part of the assessment, in accordance with ESS10.

According to ESS1 the Client will manage environmental and social risks and impacts of the project throughout the project life cycle in a systematic manner, proportionate to the nature and scale of the project and the potential risks and impacts.

ESS 2 – Labor and Working Conditions

ESS2 recognizes the importance of employment creation and income generation in the pursuit of poverty reduction and inclusive economic growth. Borrowers can promote sound worker-management relationships and enhance the development benefits of a project by treating workers in the project fairly and providing safe and healthy working conditions. ESS2 applies to project workers including fulltime, part-time, temporary, seasonal and migrant workers.

The Borrower will develop and implement written labor management procedures applicable to the project. These procedures will set out the way in which project workers will be managed, in accordance with the requirements of national law and this ESS. The procedures will address the way in which this ESS will apply

<http://projects-beta.vsemirnyjbank.org/ru/projects-operations/environmental-and-social-framework/brief/environmental-and-social-standards>

to different categories of project workers including direct workers, and the way in which the Borrower will require third parties to manage their workers in accordance with ESS2.

ESS 4 – Community Health and Safety

ESS4 recognizes that project activities, equipment, and infrastructure can increase community exposure to risks and impacts. In addition, communities that are already subjected to impacts from climate change may also experience an acceleration or intensification of impacts due to project activities.

ESS4 addresses the health, safety, and security risks and impacts on project-affected communities and the corresponding responsibility of Borrowers to avoid or minimize such risks and impacts, with particular attention to people who, because of their particular circumstances, may be vulnerable.

ESS 5 – Land Acquisition, Restrictions on Land Use, and Involuntary Resettlement

ESS5 recognizes that project-related land acquisition and restrictions on land use can have adverse impacts on communities and persons. Project-related land acquisition or restrictions on land use may cause physical displacement (relocation, loss of residential land or loss of shelter), economic displacement (loss of land, assets or access to assets, leading to loss of income sources or other means of livelihood), or both. The term “involuntary resettlement” refers to these impacts. Resettlement is considered involuntary when affected persons or communities do not have the right to refuse land acquisition or restrictions on land use that result in displacement.

Experience and research indicate that physical and economic displacement, if unmitigated, may give rise to severe economic, social and environmental risks: production systems may be dismantled; people face impoverishment if their productive resources or other income sources are lost; people may be relocated to environments where their productive skills are less applicable and the competition for resources greater; community institutions and social networks may be weakened; kin groups may be dispersed; and cultural identity, traditional authority, and the potential for mutual help maybe diminished or lost. For these reasons, involuntary resettlement should be avoided. Where involuntary resettlement is unavoidable, it will be minimized and appropriate measures to mitigate adverse impacts on displaced persons (and on host communities receiving displaced persons) will be carefully planned and implemented.

ESS 10 – Stakeholder Engagement and Information Disclosure

This ESS recognizes the importance of open and transparent engagement between the Borrower and project stakeholders as an essential element of good international practice. Effective stakeholder engagement can improve the environmental and social sustainability of projects, enhance project acceptance, and make a significant contribution to successful project design and implementation.

The client will engage with stakeholders throughout the project life cycle, commencing such engagement as early as possible in the project development process and in a timeframe that enables meaningful consultations with stakeholders on project design. The nature, scope and frequency of stakeholder engagement will be proportionate to the nature and scale of the project and its potential risks and impacts.

Stakeholder engagement is an inclusive process conducted throughout the project life cycle. Where properly designed and implemented, it supports the development of strong, constructive and responsive relationships that are important for successful management of a project’s environmental and social risks. Stakeholder engagement is most effective when initiated at an early stage of the project development process, and is an integral part of early project decisions and the assessment, management and monitoring of the project’s environmental and social risks and impacts.

In consultation with the Bank, the Borrower will develop and implement a Stakeholder Engagement Plan (SEP) proportionate to the nature and scale of the project and its potential risks and impacts.

4. Social Baseline

4.1 Population

The Republic of Tajikistan is referred to the countries with rapidly growing population; it has reached 9,1 mln people (from them 49% are women, 40,6% - children under 18, and 66% young adults under 30) in 2019.⁵ Average number of resident population in Tajikistan has increased from 6,1 mln. people (2000) up to 9,1 mln. people (2019), i.e. by 49 percent. Around 74 percent of the population resides in rural areas. Tajikistan population is very young; for the past 70 years the number of population increased in 6 times. Annual population growth rate in the country varies within 2.1 – 2.5%. According to latest estimates, average age of the population is 25, and median age is 22.2.⁶

Table 1: Population of the provinces of Tajikistan according to census results and latest official estimates

Name	Capital	Area A (km ²)	Population Census (C) 1979-01-12	Population Census (C) 1989-01-12	Population Census (C) 2000-01-20	Population Census (C) 2010-09-21	Population Estimate (E) 2019-01-01 ⁷
Tajikistan	Dushanbe	141,400	3,801,357	5,109,000	6,127,493	7,564,502	9,126,600
Khatlon	Bokhtar	24,700	1,220,949	1,701,380	2,150,136	2,677,251	3,274,900
Dushanbe	Dushanbe	100	500,966	605,135	561,895	724,844	846,400
Gorno-Badakhshan	Khorugh	62,900	126,783	160,860	206,004	205,949	226,900
Districts of Republican Subordination		28,500	757,976	1,083,043	1,337,479	1,722,908	2,120,000
Sughd	Khujand	25,200	1,194,683	1,558,158	1,871,979	2,233,550	2,658,400

The ECD Project area covers 5 districts of DRS (Varzob, Rudaki, Tajikabad, Faizabad, and Hissar), 1 district of Sughd (K.Mastchoh) and 8 districts of Khatlon (Kushoniyon, Vakhsh, Vose, Dusti, Kubodiyon, A.Jomi, Jayhun, Hamadoni). Fourteen districts have been selected by using an agreed upon criteria with the government during the pre-appraisal. Key criteria was the lowest gross enrollment ratio (GER) among children ages 3-6.

Table 2: Population by Targeted Districts⁸

Region	District	Population	Population Density	# of Jamoats	# of villages
Khatlon	Kushoniyon	368559	994,562	8	121

⁵ TajStat, 01.01.2019

⁶ www.worldometers.info/world-population/tajikistan-population

⁷ <https://www.citypopulation.de/en/tajikistan/>

⁸ [L2T survey conducted by the Poverty and Equity team of the World Bank, 2016](#)

Khatlon	Dusti	158697	130,2015	6	56
Khatlon	Jomi	158059	274,0149	8	76
Khatlon	Hamadoni	132993	101,4346	8	56
Khatlon	Kubodiyon	67908	37,06266	8	43
Khatlon	Jaihun	89343	133,1156	8	
Khatlon	Vakhsh	113867	141,3049	7	91
Khatlon	Vose	214397	296,1699	8	69
Sughd	Kuhistoni Mastchoh	17351	4,308823	2	
DRS	Faizobod	89373	113,2478	9	
DRS	Hissar	252039	302,6093	12	
DRS	Rudaki	285800	156,0938	16	
DRS	Tojikobod	37398	55,41144	5	
DRS	Varzob	78734	44,2484	7	

4.2 Economy

Agriculture is the main economic activity in the regions with the major share of population living in the rural areas. The main crops sown and agricultural products are cotton, cereals, oilseed, potatoes, carrots, onions, cucumbers, cabbage, melons, vines, milk, wool, honey and eggs. Kitchen gardens and smallholdings are also considered an important part of the local economies. These include apples, peaches, apricots, almonds, pears, pomegranates, mulberries and walnuts produced from the homestead plots in addition to the crops.

Cotton makes an important contribution to both the agricultural sector and the national economy. Cotton accounts for 60 percent of agricultural output, supports 75 percent of the rural population, and uses 45 percent of irrigated arable land.⁹ Cotton is a cash crop widely grown in the project target areas, but it involves high levels of irrigation and chemicals while many local farmers receive little profit from its sale (compared to middlemen and dealers). With declared —freedom to farm areas under cotton decreased drastically, giving way to other crops of choice for farmers.

The irrigation infrastructure, inherited at the end of the Soviet era, has suffered from a lack of investment in routine maintenance, resulting in a progressive loss of cultivable land and damage to embankments, intakes and canals.

Approximately 45 percent of the country's irrigated land is located in Khatlon. Cotton is the major crop grown in the area and accounts for 60 percent of the cotton harvest in the country. Its industry is represented by 334 enterprises¹⁰, focusing on chemical production, agricultural and food production & processing, and steel production. The Sughd province is endowed with 38% of irrigated lands in the country, together with the Khatlon region, they account for 83 percent of all irrigated lands in Tajikistan. Its industry is presented by 459 enterprises.¹¹ There are important industries in Sughd, such as uranium deposits, reservoirs, textile enterprises, gold and coal mining plants. The province's production ratio is 31.5% of the total industrial production of the country. About 44% of the rice harvest comes from Zarafshon and Fergana valleys in Sughd. The north of the country produces apricots, pears, plums, apples, cherries, pomegranates, figs, and nuts. Grown crops include mainly grains, wheat, barley, maize, rice, beans, potato, vegetables, fruits, grapes, fodder etc. Livestock is prevalent throughout the area, in the form of ruminants (mostly cows, yaks, goat and

⁹ "Tajikistan: Over 392.5 thousand tons of cotton picked in Tajikistan". *BS-AGRO*. December 12, 2013. Archived from the original on December 20, 2013.

¹⁰ State Statistical Agency, 2016

¹¹ Agriculture Commercialization Project, Sector Context, 2016

sheep) and small-scale poultry. There is no real fodder production, animals graze randomly along canals, roads, and meadows and live off crop residues in late fall/winter/early spring. Soils are presented mainly by grey-brown serozems (gray soils), brown-carbonate, and mountain steppe soils. Districts of Republican Subordination are engaged in production of construction materials and agricultural products, mainly vegetable and fruits. More detailed data on agricultural capacity of the target districts is stated in Table below.

Table 3: Agricultural Capacity of Target Districts, 2017

Region	District	Total Area, km2	Land Use Area, ha	Agri Land, ha	Crops area, ha	Potato, ha	Grain, ha	Grain products, ha	Cotton prod, ha	Potato prod, ha	Vegetable prod, ha	Fruit prod, ha	# of farm	# of female farms
DRS	Rudaki	59796	11373	23939	19051	631	13429	37777	656	10330	21821	2960	4107	464
DRS	Varzob	32196	1366	5268	2212	277	1103	2716	0	1836	3356	4612	671	64
DRS	Hissor	91278	1132	17826	8418	232	5354	12462	257	4283	8110	33410	2350	639
DRS	Faizobod	38964	3796	9135	6575	750	3512	6437	0	14592	5324	1989	3155	503
DRS	Tojikobod	24417	71	3744	3688	942	1492	3304	0	13252	7324	6258	699	162
Sughd	KMastchoh	38	859	2801	2114	1116	438	1495	0	22541	717	2776	813	64
Khatlon	Bokhtar	36554	3467	22716	18707	1619	3138	11239	21909	23009	65601	7861	1634	97
Khatlon	Vakhsh	1788	8510	20308	16094	219	3806	13344	20888	2214	13139	433	3498	432
Khatlon	Dusti	43420	5640	14280	12726	85	3400	11068	17135	1963	9770	20482	1752	170
Khatlon	Kubodiyon	258788	9812	15458	11788	251	1665	8722	16316	1991	11357	377	1846	74
Khatlon	Jaihun	1595	506	11499	10978	503	1545	5347	10401	9795	22775	7435	2500	236
Khatlon	A.Jomi	24123	7810	16566	14184	159	3213	8527	19432	2893	14653	2258	2245	117
Khatlon	Vose	400	31461	25747	21463	104	13130	43132	13403	1936	10436	852	2388	274
Khatlon	Hamadoni	116189	12328	14955	12252	116	5546	21000	11634	2022	13634	155	3151	314

Source: UNDP Jamoat Database, Jambi, 2017

4.3 Employment and Migration

Only a very few households in the project areas visited can rely on agriculture as their only source of income. Majority of people in the project areas are forced to pursue a “combination of subsistence agriculture, labour migration and shuttle-trading through which the poor seek to earn a living”. People try to diversify income opportunities by working within the village or elsewhere as driver, day labourer, shopkeeper, dressmaker, midwife, shepherd, etc. The labour market on a local and district level is very limited, while casual labour is generally very low paid. The most significant way of earning money remains therefore labour migration to Russia. The rise of migration in the years following independence created both difficulties and opportunities for women. Interviews showed that wives of migrant workers took on the role of heads of households with the men leaving them to make most of the decisions. Anecdotal evidence suggests that migration has also resulted in an increased number of abandoned or divorced women in Tajikistan. Decision-making in the household regarding e.g. agricultural production is often reserved to males and follows criteria of age, merit and expertise. A considerable number of female headed households (estimated about 10 %) exist in Kuhistoni Mastchoh, either due to permanent or temporary absence of the

male. However, decision-making in female headed households is often negated as relatives or remote husbands actively interfere. Women perform most of the domestic and agricultural work in rural areas, particularly with the migration outflow among men.¹²

In the villages there is different level of migration, which accounts for about 10% of the working population of the villages. Local people migrate mostly to Russian Federation. Most of the migrants more than 90% are men - who leave to work abroad for seasonal work. There are also those who go for a few years, or as commonly called long-term migrants. Despite the fact that only 10-15% of the total population of the village left for labor migration, they send relatively large income to their households. The level of labor migration and its growth is associated with unemployment, which amounts up to 60% of the total workable part of the community population.¹³

Table 4: Migration and Employment Data by the Districts, people

region	rayon	# of households	# of female headed HHs	# of migrants	# of employed people	# of females employed	# of unemployed	# of female unemployed	# of unemployed, expert estimation
DRS	Rudaki	59744	7713	21362	13416	5435	921	291	20200
DRS	Gissor	38382	6243	11931	6106	2712	848	318	11300
DRS	Faizobod	17066	1451	3805	2926	1218	598	271	5100
DRS	Tojikobod	5968	312	2563	1141	389	140	36	1600
Sughd	KMastchoh	3869	529	688	331	120	75	73	700
Khatlon	Bokhtar	26666	1694	7679	6215	2685	281	111	9100
Khatlon	Vakhsh	22907	1948	7942	4701	2092	328	91	7700
Khatlon	Dusti	20275	2223	6817	2888	1378	89	35	2280
Khatlon	Qubodiyon	22646	2669	9755	3035	1430	237	71	9100
Khatlon	Jaihun	16457	1825	7245	2941	1376	81	19	6100
Khatlon	A.Dzhami	23240	1464	10497	3869	1711	339	109	3400
Khatlon	Vose	22431	3535	7219	4878	2308	379	164	7300
Khatlon	Hamadoni	16992	983	5593	3628	1604	238	88	7900

Source: UNDP Jamoat Database, Jambi, 2017

4.4 Food Security

Tajikistan imports approximately 70 percent of its food due to insufficient domestic food production.¹⁴ Imports of wheat and barley mainly come from Kazakhstan and the Russian Federation. Imports accounted for 58% of Tajikistan's domestic wheat requirements and 81% of overall food consumption for 2012-2013. Without significant investments, the lack of arable land, a growing population and an insufficient domestic supply Tajikistan's dependence on food imports is likely to rise. High food prices in the last years have affected rural communities in Tajikistan significantly.¹⁵

¹² Knowledge and Governance Arrangements in Agricultural Production: Negotiating the Access to Arable Land in Zarafshan Valley of Tajikistan, December 2012 https://www.zef.de/fileadmin/user_upload/wp106.pdf

¹³ Public consultations with local community members in Varzob and Hissar districts, November, 2019

¹⁴ Tajikistan: Nutrition Profile, USAID, 2018

¹⁵ Tajikistan: Nutrition Profile, USAID, 2014

Tajikistan has the highest malnutrition rate among the former Soviet republics (WFP 2017). In Tajikistan, about 18 percent of all children under 5 years are stunted, according to the most recent DHS (2017). Stunting increases with age, peaking at 34 percent among children age 24–35 months. In general, rural children and children born to mothers with little education are more likely to be stunted. There is large regional variation in the prevalence of stunting, ranging from 19 percent in Dushanbe, to 32 percent in GBAO (*Table 5. Maternal and child health indicators and risk factors vary across the country*).

4.5 Maternal and Child Health Care

Progress in Tajikistan’s population health outcomes over the past two decades has been mixed. Life expectancy has steadily increased to about 67.5 years in 2011, up from about 63 years in 1990, when health outcomes suffered during the transition from Soviet rule. Rates of malnutrition and micronutrient deficiencies were high, with 21% of children under-five moderately or severely stunted, 16% moderately or severely underweight¹⁶ and 53% iodine deficient¹⁷, but with latest 2017 data showing some improvement. The infant mortality rate has also declined steadily from 34 to 27 per 1,000 live births in 2012 and 2017, down from 90.6 per 1,000 live births in 1990. In the same period, the under-five mortality rate also declined from 114 per 1,000 live births to 43 (in 2012) and 33(in 2017). The maternal mortality rate was estimated at 65 per 100,000 live births in 2010 and 32 per 100,000 live births in 2017.

Other maternal and child health (MCH) indicators have also worsened with preventable illnesses contributing to a considerable proportion of all child deaths in Tajikistan. Acute infections are the leading cause of deaths in the post-neonatal period. Acute respiratory illness (ARI), pneumonia, and acute diarrhea still account for more than 50% of reported child deaths within the first year of life, a pattern that has remained persistent over the last eight years until the present.¹⁸

Table 5: Maternal and child health indicators and risk factors vary across the country

	Weighted average	Dush-anbe	Sughd	DRS*	Khatlon	GBAO**
Demography and income						
Population (2016, in million)	8.55	0.80	2.51	1.97	3.05	0.22
Official poverty rate (2018, %)	29.5	18.1	19.0	32.4	37.4	39.3
Female-headed households (2017, %)	21	-	-	-	-	-
Health and nutrition						
Infant deaths per 1,000 live births (2017)	27	9	26	25	33	26
Under-5 deaths per 1,000 live births (2017)	33	11	33	30	40	30
Stunted children under 5 years (2017, %)	18	18	16	15	19	32
Low birth weight children (2018, %)	5.3	-	-	-	-	-
Children that are exclusively breast fed (2017, %)	34	-	-	-	-	-
Children (aged 6-23 months) fed according to the three IYCF*** practices, (2017, %)	9	7	13	5	10	8
Women of reproductive age (15-49 years) with anemia (2017, %)	9	36.1	39.9	33.3	47.3	54.9

¹⁶ Tajikistan Demographic Health Survey (TDHS) (2012–2017).

¹⁷ 2009 Tajikistan National Micronutrient Survey (NMS), UNICEF (2010).

¹⁸ The World Bank (2011). Quality of Child Health Services in Tajikistan. The World Bank, Report No. 62870-TJ.

Water and sanitation						
Households with no access to sewage disposal, (2017, %)	73	19	76	85	80	88
Households with no access to piped water, (2017, %)	67	8	70	72	80	89
Households with no toilet in the house, (2017, %)	78	21	82	89	88	90

Sources: Government of Tajikistan (2019), Demographic and Health Survey (2017)
**DRS: Districts of Republican Subordination*
***GBAO: Gorno-Badakhshan Autonomous Region*
****IYCF: This refers to infant, youth and child feeding practices. Three practices are food diversity, feeding frequency, and consumption of breast milk or milk products*

Table 6: Maternal and child health data by the targeted districts, people

region	rayon	# of doctors	# of nurses	# of youth	# of youth and women	# of HHs	#of FHHs	Birth Rate,#	Mortality rate, #	Maternal mortality, #
DRS	Rudaki	52	78	130245	64390	61764	7953	10238	1330	42
DRS	Varzob	13	24	15515	7652	10821	1570	2072	288	8
DRS	Gissor	23	43	55332	27661	38382	6243	8078	915	19
DRS	Faizobod	9	18	22452	11452	17066	1451	2580	302	8
DRS	Tojikobod	4	10	7951	3924	5968	312	1042	183	3
Sughd	KMastchoh	2	6	4558	2241	3869	529	550	56	0
Khatlon	Bokhtar	27	56	52101	26136	26666	1694	6172	639	1
Khatlon	Vakhsh	15	28	35791	17596	22907	1948	5207	715	7
Khatlon	Dusti	10	19	20278	10280	20275	2223	3629	375	6
Khatlon	Qubodiyon	3	8	29945	14847	22646	2669	4183	623	1
Khatlon	Jaihun	38	62	20504	9622	16457	1825	3591	376	5
Khatlon	A.Dzhami	23	33	28360	13860	23240	1464	5310	561	3
Khatlon	Vose	14	17	31204	15475	22431	3535	5461	832	0
Khatlon	Hamadoni	13	20	24993	12527	16992	983	4132	580	0

Source: UNDP Jamoat Database, Jambi, 2017

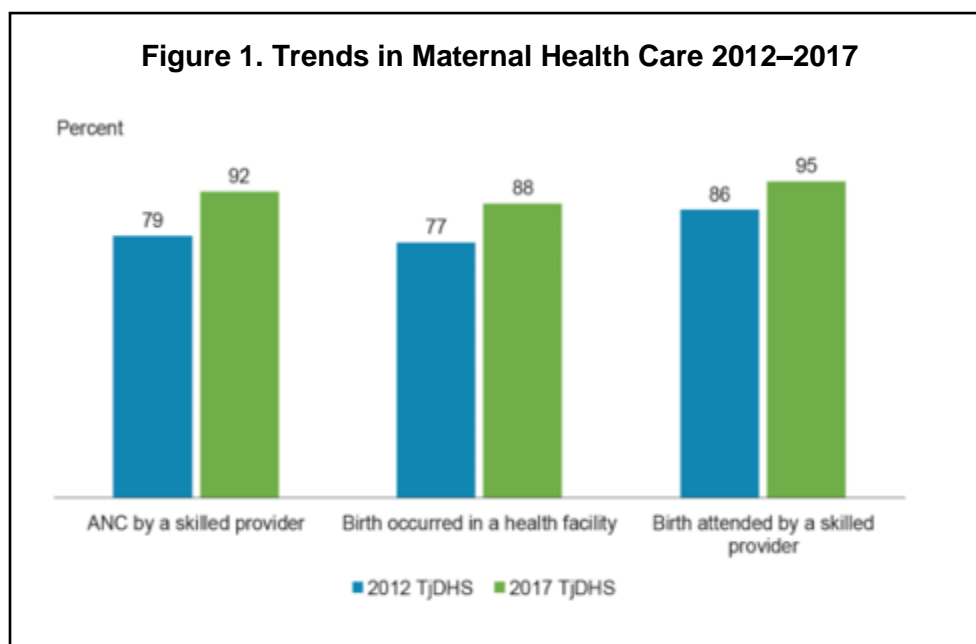
The constraints to attainment of SDGs in maternal and child health stem from systemic health sector issues such as quality health care services delivery, financing, and human resources, as well as population's limited knowledge on the importance of maternal and child health (MCH). Outside the health sector, poverty, rural residence, and access to clean water, are important determinants of outcomes.

Inefficient health services delivery. Delivery of MCH services is fragmented. Continuity of care is hampered by loose linkages and communication between primary health care (PHC) and hospital care, non-functional referral pathways, absence of patient follow-up practices. Apart from fragmentation the service delivery system is duplicative. For instance, antenatal care, immunization, and child care are provided at primary health care (PHC) centers which are composed of polyclinics, rural health centers, and health houses. Alongside these PHC centers are specialized centers such as Center for Reproductive Health, Center for Immunization, Center for Integrated Management of Childhood Illnesses, and Center for Diagnosis and

Treatment of Sexually Transmitted Diseases, all of which can also provide consultation for MCH. These specialized centers are vertical programs that directly report to Ministry of Health and Social Protection (MoSHP). Some of these centers also provide limited inpatient care.

Poor referral systems for MCH care. Most patients directly go to secondary and tertiary level hospitals, bypassing most rural hospitals during delivery and child illness. Most patients lack confidence on the quality of PHC health services because of outdated facilities, lack of equipment, and untrained health care staff. Bypassing leads to disrupted patient care and a more expensive health service delivery. Although regulations on referral system exist, implementation is not enforced. The current line item budgeting does not incentivize health providers to coordinate care. Japan International Cooperation Agency (JICA) has launched a referral system project in one of the regions, however, nationwide implementation has not yet happened.

Access to Health Facilities. Majority of population live in rural and remote areas, as a result physical distance to health facilities is an important barrier for women to access antenatal and other health services, especially for those in rural areas. Coverage of ante-natal care (ANC) has been improving from 79% (in 2012) to 92% (in 2017)¹⁹ of pregnant women reporting seeing a health professional at least once for ANC, 87% (in 2012) and 95% (in 2017) delivered by a skilled provider and 76.5% (in 2012) and 88% (in 2017) of women delivering in a health facility (see table below). However, rural-urban and geographic disparities in care-seeking persist as coverage rates for key MCH services are much lower in rural/remote than urban areas.



Financial barriers. Particularly informal charges—are a key barrier to utilization of health services, particularly for the poor. Private expenditure, almost entirely represented by out of pocket spending (OOPS), is very high at about 73% (2010) of total health expenditure (THE) which suggests that households carry most of the financial burden for seeking care. Informal payments for health services represent the largest part of OOPS. Analyses of utilization rates shows that the poor have many fewer visits than the non-poor and that about a third of households have family members who delay seeking help or do not seek help at all for financial reasons (Tajikistan Living Standard Measurement Survey (TLSS), 2007 and 2009). In addition to

¹⁹ Source: TDHS (2017).

financial barriers at the health facility level, rural households and those living in remote areas face considerably greater transportation costs and other costs associated with reaching health facilities.

4.6 Early Childhood Education Key Challenges

Tajikistan's population is growing by 2.2 percent per year, putting it in the top quarter of the fastest growing populations globally. As a result, children aged 0–6 years make up 17 percent of the total population. Yet in 2016, Tajikistan's preschool enrollment rate for children aged 3–6 years was 12.4 percent—the lowest for any country in the Europe and Central Asia (ECA) region.

In general, early childhood education and care (ECEC) is a part of early childhood development (ECD), focusing primarily on child developmental services provided through education and care arrangements for children from birth to compulsory schooling, regardless of setting, funding, opening hours, or program. In Tajikistan, pre-schooling stands for ECEC covering children from ages 1.5 years to 7 years (the first year of compulsory schooling). It is not compulsory. Although preschool is mostly provided by the state (92 percent – with few facilities either private or enterprise-owned – it is also mainly fee based.

More than two-thirds (67 percent) of all ECEC enrollments are in full day kindergartens (KGs). Of the remaining one-third, most (32 percent of total enrollment) are in half day early learning centers (ELCs). A very small share (1percent) are in residential institutions. Some services are specialized for children with special education needs (SEN).

In Tajikistan, there are 636 public/private/ministerial preschool settings (66% in urban areas) reaching out to 96,578 children of 3-6 years of age. Also 1,697 alternative ECE centres mainly in rural areas reach out to 46,360 children of 6 years of age. There are 1,547,905 all children < 6 years of age, including 864,429 children of 3-6 years of age and 219,510 children of 6 years of age. 86% of children of 3-6 years of age are remain deprived of attending early childhood education services.²⁰ This low preschool enrollment rate mainly reflects three factors: low access (especially in rural areas), low average service quality, and the poverty level of households.

The following key challenges in preschool education were identified:²¹

- Preschool education system offers *limited services* in public, alternative and private settings, which continue to rely critically on external funding collected mainly by parents, while public allocations for *early childhood education is underfunded*, which makes only 5 percent out of the total education sector budget;
- Preschool facilities are of poor quality. The majority of state-owned ECE institutions have typical design set-ups and *deteriorated infrastructures*. Observations indicated that most preschools do not comply with norms for room lighting and heating systems;
- ECE service *quality is low* overall, with significant gaps between ELCs and KGs, between rural and urban preschools despite of the ownership type. Quality is significantly higher in urban areas than in rural areas;
- Over 70 % of ECE teachers do *not have required qualification* to support young children' development and learning;

²⁰ UNICEF. 2018 ECEC Factsheet

²¹ Interview with the Head of the Department of Preschool Education, MoES, November, 2019 and site observations

- Arrangements for the language of instruction *do not accommodate the needs of national minorities*, especially in teaching materials, though language is not among the chief barriers to access;
- *Inclusive education approaches are not well adapted* at the EDC service provision level, and the preschool system has not promoted them effectively. For example, the Ranginkamon preschool program does not reflect the needs of CwD. There are no special guidelines for preschool professionals or illustrated materials for children;
- National Concept of Inclusive Education for Children with Disabilities (2016–2020) promotes establishment of conditions for CwD in regular KGs and schools, however the *capacity of regular preschools to accommodate CwD is low*;
- *Lack of collaboration between different sectors* responsible for provision of services to young children leads to absence of a common vision of the country to ensure holistic development of a child.

In the selected districts, currently 14,423 children are enrolled (of which 7,633 are in KGs and 6,790 are in ELCs). In order to achieve 15% GER in 3-6 years (after considering population growth), spaces for additional 41,076 children need to be created through three sets of interventions which each district will decide based on their own ECD development plans.

Table 7: ECE Key Indicators in Target Districts

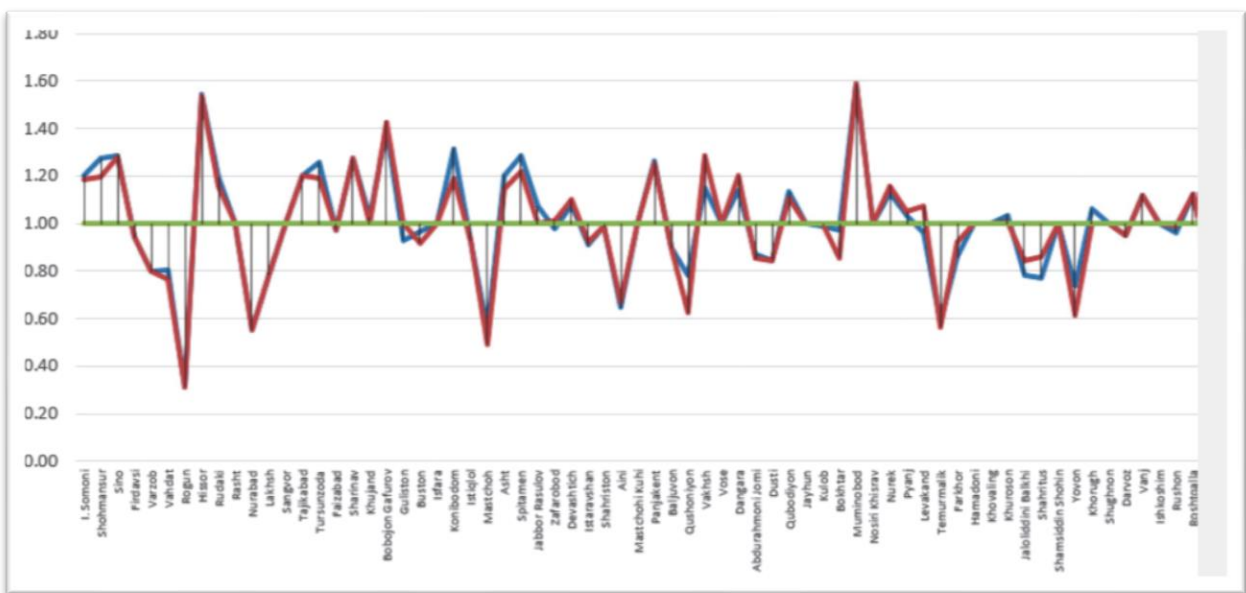
Province and District	MNCI status	Age 3-6 population	Current # of KGs	Current enrollment in KGs	Current # of ELCs	Current enrollment in ELCs	GER	Additional children needed to reach 15% GER in 6 years
Khatlon								
Kushoniyon (Bohtar)	Severely Deprived	20,618	9	1,038	28	653	6.0%	1,812
Vakhsh	Deprived	16,745	8	692	34	817	6.6%	1,336
Vose	Vulnerable	18,218	7	517	44	1,090	6.4%	1,489
Dusti (Jilikul)	Severely Deprived	9,709	2	322	16	392	5.3%	936
Kubodiyon	Not deprived	15,655	4	460	33	956	6.6%	1,244
A.Jomi	Vulnerable	14,673	6	576	28	173	3.7%	1,744
Jayhun (Qumsangir)	Deprived	11,673	2	240	22	404	4.0%	1,339
Hamadoni (Moskovski)	Deprived	12,655	3	220	41	927	6.6%	1,003
Sughd								
K.Mastchoh	Not deprived	1,898	2	80	4	78	6.1%	165
DRS								
Varzob	Vulnerable	11,534	1	40	15	340	2.4%	1,580
Rudaki	Vulnerable	58,250	13	1,642	18	488	2.7%	7,768
Tajikabad	Severely Deprived	5,600	1	120	13	312	5.6%	520
Faizabad	Not deprived	13,934	4	550	6	118	3.5%	1,700

Hissar	Deprived	32,000	10	1,136	1	42	2.7%	4,259
Total		243,162	72	7,633	303	6,790	4.31%	26,895

Source: MoES, October 2019

Low access. Despite a decade of expansion, preschool spaces are still in limited supply. Part of the challenge is that Tajikistan still has not recovered from its loss of preschool facilities during the 1990s. But beyond replacing what was lost, the ECEC system also has to accommodate a rapidly growing preschool-age population with limited resources. In the 2017 beneficiary survey, various stakeholders noted an absence of local preschool services, a severe lack of appropriate space in local KGs, or both. Data on KG occupational rates²² indicate high over-crowdedness in many KGs, even in rural areas (figure x).

Figure 2. Occupational rate in KGs by district, 2017



Source: *Early Childhood Education and Care: A Focused Review of Preschool Education in Tajikistan, June 2019*

In some of these areas the actual number of enrollments may be double or triple of the planned capacity. However, the average national occupational rate is 1:1. Indeed, several KGs mainly in rural areas face under-enrollment. According to interviews with the heads of KGs and local education departments, the poor physical infrastructure of those KGs with some of the rooms in an unusable condition is a key reason. Physical distance from preschool services is a significant barrier to access. In the focus group discussions, parents whose children attend preschools prioritized the need to organize transport to and from preschools for families in remote areas. This challenge appeared across regions and among families with different socioeconomic backgrounds.

Inequitable access. Although coverage for preschool-age children in Tajikistan has been growing, it remains especially low in rural areas. Urban areas have notably higher coverage. For example, enrollment is 30 % in Dushanbe, compared with 2.3% in Districts of Republican Subordination (DRS). Poverty is a key factor influencing access to ECEC services in Tajikistan—in part because it directly affects enrollment decisions.

²² Occupational rate is calculated as a number of enrolled children in a KG divided by a planned capacity of the KG. The latter data are from the per capita financing database.

Kindergartens are not affordable for a large share of the population. Thus, in 2017, 29 % of the population in Tajikistan lived below the national poverty line of TJS 190 per month per person, adjusted for inflation. In 2017–18, KG fees were TJS 50, 75, or 100 (\$5–11 equivalent) 32 per month per child, depending on the district. Thus, even the lowest KG fee—TJS 50—accounts for more than one-fourth of the poverty line, or more than 150 percent of the targeted social assistance (TSA) cash benefit provided to a low-income family (box 1)

Box 1. TSA Program for Low-income Families

Tajikistan is introducing a new TSA system to support the poor population. It provides each registered household with an unconditional cash benefit of TJS 400 per year. Eligibility criteria include—among others—the total number of family members, the numbers of disabled persons and of CwD, and the number of children under age 15. The annual cash benefit of TJS 400 may seem small. For example, it covers just 67 percent of the lowest monthly KG fees over one year. But eligible households receive additional benefits: a TJS 1,000 burial allowance for a family member, a 50 percent fee discount on public health facility services apart from the Basic Benefit Package, and higher education tuition discounts. (Beyond the TSA, the state also provides a preschool fee exemption for orphans, semi-orphans, and children without parental care.) Outside these benefits set centrally for the entire country, local authorities can add more benefits for registered TSA households, such as a public transport fee exemption. And until 2016, local authorities provided discounts on a preschool fee to low-income TSA families. But in that year—when the government piloted per capita financing (PCF) in preschool, and the government adopted its resolution “On payments for maintenance of children in state preschool educational institutions”—the instructions that came with these important undertakings did not preserve the discounts. Preschool access for the poor is thus constrained. Today the TSA is not an entry point promoting child development and learning through access to ECEC services. Nor is the TSA used, through special services, to provide parenting support—or to promote the ECD knowledge and parenting skills that support holistic child development.

Access is especially challenging for low-income families in districts with higher KG fees. In the focus group discussions with parents and professionals, all respondents from family focus groups—regardless of the family income or the center-periphery.²³

Kindergarten enrollment has been consistently lower for girls than for boys, though not by much. The share of girls in total KG enrollment fluctuated around 45 percent from 2010 to 2017.²⁴

²³ As per the average market USD/TJS exchange rate in 2017 at 8.49

²⁴ Early Childhood Education and Care: A Focused Review of Preschool Education in Tajikistan, June 2019

5. Stakeholder Consultations

Stakeholder consultation is an integral part of the social assessment (SA) and provides inputs for the preparation of Environmental and Social Management Framework (ESMF) and the Stakeholder Engagement Plan (SEP). The overall objective of such consultations was to document the concerns of the stakeholders with specific reference to the project planned interventions. The consultation meetings were organized basically for two important purposes, i.e., (1) to share project objectives and proposed project interventions with the identified stakeholder groups and (2) to consult with the stakeholders and document their concern, with particular reference to social impacts of the proposed project interventions.

5.1 Stakeholder Consultations during Project Preparation

The project preparation has been engaging with various project stakeholders since early 2019. The following types of stakeholder engagement activities have taken place to date:

- Formal and informal communication with government agencies at the national, regional and local level;
- Formal and informal communication with health institutions and early child development establishments;
- Needs assessment meetings with health and pre-school workers and teachers;
- Community meetings;
- Needs assessment surveys;
- Communication with local NGOs; and
- ESMF and RPF public consultations and initial informal meetings.

5.1.1 Key stakeholder meetings and consultations

Details about the meetings and consultations held with the government agencies and international donor organizations are presented below.

Table 8. Previous Stakeholder Consultations

Place	Date	Participants	Key points raised
Dushanbe	August 26, 2019	MoH Technical Working Group	Project objectives, agenda, key findings of ECD Report, ECEC, EHCI, and strategy document: <ul style="list-style-type: none"> • EDC health service provision/tiering; • Making choices about tiers; • Strategy development and adoption of a coherent model; • Children stunting rates; • Overall project envelope; • Project complexity; • Priority areas, defined by MoH: parents' awareness, competence of specialists working on these issues, infrastructure of health and education facilities. • Sustainability challenge: ambition for the project to be sustainable
GBAO, Team 1 Sughd, Team 2	August 28, 2019	Aga Khan Development Network (AKDN)	<ul style="list-style-type: none"> • ECD institutions: AK Foundation, AK Education Services, AK Health Services;

			<ul style="list-style-type: none"> • Government strategy development, challenges and potential; • Partnering with local institutions and teacher education institutions; • Regional partnerships for ECD (0-3, parenting education), primary and secondary provision; • System strengthening focus: partnering with IPD (teacher training association); • Dual mandates: direct and indirect interventions; • Geographical reach: indirect in Khatlon, fully fledged in GBAO, Sughd, GBAO – civil society, health and nutrition, agriculture, education, economic inclusion • 0-3: first 1000 days, focus on pregnancy and holistic development, health care professionals, health promoters, trained male CHPs to focus on fathers as well as mothers • Power structures and regional mandates – oblasts vs. central; • Translation of knowledge from GBAO –knowledge exchange • Curriculum – codeveloped the model, piloted, testing the model and then received funding from UNICEF to expand; • Fee setting – richer communities often develop their own centers, in poorer settings it’s often more common to see ECD centers in school; • Framing – 260 centers from 2009, with a focus on building ownership and system integration as a means of acceptability and integration; • Ismaili network and volunteering ethos; • ECD support groups: the main community leaders who are responsible for community mobilization and sustainability (head of the early learning center, head of parents committee, school directors) • Roles and responsibilities for each set of actors; • Establishment criteria: premises, ECD teachers’ salary, financial/resource mobilization. • Training models: focus on budgeting and financial sustainability; • Training durations for mothers and teachers; • Funding sources: enrolment fee, 5-10 somoni for stationery, business contributions, community based savings groups, charity boxes, religious leaders (thanksgiving/alms), remittances payments • Food insecurity in rural and very remote areas; • Poorer community model: developed 2 training modules for mothers. • AKDN Coordination Committee for ECD: cross-sectoral issues • Challenges: higher teacher attrition (driven by migration, maternity leave, salaries, promotion to primary, 20% annually), lack of qualified ECD workforce in the system, unclear legal status of ECD workforce in alternative models, insufficient finances to support quality early learning environments, lack of parental awareness on the importance of early learning and development of young children, poor/collapsing ED institutions infrastructure and poor hygiene and sanitation facilities, insufficient attention to 0-3 cohort, regulation around teacher qualification • Coverage and overall financial challenges: diminished donor attention, 400 centers for nationwide coverage, 228 currently up and running, started at 9% Mobile application: mobile application being launched, at the global level, for early learning/reading. Connectivity challenge and affordability. Easy to develop a product for
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			<p>smartphones but parents don't have smartphones. Last year, informal study about availability of smartphones in community. Some growth in uptake. More of a focus on global experience.</p>
Khorog	August 29, 2019	Governor, GBAO	<ul style="list-style-type: none"> • Strong interest: Strong interest in ECD from 0-3 and 3-6 from Governor. Keen for the project to be located in GBAO • Consistent requests for support: there is demand for ECD centers, with a focus on language development • Education per capita financing: per capita financing doesn't work for GBAO because there are not many children and prices are higher in GBAO. Community ECD centers also can't get financing from the government but they are not willing to provide financing. Therefore, parents are paying for children. • Need for ECD communities: fundraising is particularly challenging and is placed on the community and family • Understanding and prioritization: varying levels of prioritization for ECD, more senior levels don't always understand ECD and its importance • Khorog: 50% of children don't have access to ECD services. Clear indication from Aga Khan's analytical work that there is a need and children receiving ECD support do much better • Institute of Professional Development: IPD has been a strong partner, through Aga Khan, and has been able to make progress • USAID support: lot of technical support and infrastructure, poor hygiene challenges • Best practice and structure: Question around good practice and how to leverage it within kindergarten. Specific questions around the best practice for the timetable of kindergartens • ECD masterplan: not a comprehensive and detailed plan. 50 schools being built • Budget limitations: budget limited by tax collection and overall limits to fiscal space • Food insecurity and affordability: major problems with access to food in GBAO and nutrient groups, limited access to meat and protein, overly reliant on bread and water. Strong cultural norm around not eating vegetables and nutritious food. Sustainability challenge around direct food provision. • Lessons learned in community mobilization: when the community is poor it's easier to mobilize, particularly when there are many issues. Leadership, depends on the kind of leader they have; transparency with the community, decisions, budget and ownership; number of projects. Community structure and political dynamics at the local level, strength of mobilization/program staff. • Fragmented hospital provision: departments are fragmented, long wish list, not a need for big hospitals that can be maintained but focused on strengthening basic provision • Hygiene: problem with hygiene and handwashing amongst adults, and during food preparation → suggestion of health promoters and use of social media, preference for social media because of a lack of trained health professionals for health promotion and challenge in frequency of intervention
Dushanbe	August 29, 2019	Meeting with the Ministry of Health and Social Protection ECD	<ul style="list-style-type: none"> • Agreed on the lack of systematic content: Form 112 collects some information about child development, but agreement that this is an area of progress; • Discussed the health worker training needs

		Technical Working Group	<ul style="list-style-type: none"> Health reforming
Dushanbe	September 2, 2019	First Deputy Minister, MHSP, Chief Neonatologist, Head of Department for Maternal and Child Health, Family Planning & Development Parental Skills, Head of Republican Medical Genetics Center	<ul style="list-style-type: none"> Discussed the issues of early screening of disabilities in Tajikistan, current policies and prevention measures⁷
Dushanbe	September 2, 2019	GFF team	<ul style="list-style-type: none"> GFF Collaboration
Dushanbe	September 2, 2019	ECD DCC Meeting, organized and chaired by UNICEF	<ul style="list-style-type: none"> Proposed project scope and design, harmonization and partnerships
Dushanbe	September 2, 2019	GAVI, Global Fund	<ul style="list-style-type: none"> GAVI and Global Fund activities relevant to ECD project
Dushanbe	September 3, 2019	Ministry of Education of Science ECD Technical Working Group	<ul style="list-style-type: none"> Project design, IA and M&E
Dushanbe	September 3, 2019	Ministry of Health and Social Protection ECD Technical Working Group	<ul style="list-style-type: none"> Project design, implementation arrangements and M&E
Dushanbe	September 3, 2019	First Deputy Minister of Health and Social Protection, Head of Department for Maternal and Child Health, Family Planning and Development Parental Skills of MHSP, Republican Center for Family Medicine, JICA, UNICEF, USAID, GIZ, and INTRAHEALTH	<ul style="list-style-type: none"> The MCH Guide Book
Dushanbe	September 3, 2019	ECEC private service providers	<ul style="list-style-type: none"> Focus group discussion to understand the market environment for private sector provision of ECEC
Dushanbe	September 4, 2019	SUN Secretariat chaired by 1st Deputy Minister of Health	<ul style="list-style-type: none"> Lessons learned from the multi-sectoral implementation arrangements
Dushanbe	September 4, 2019	Deputy Minister of Health and Social Protection (coordinating social sector)	<ul style="list-style-type: none"> Community rehabilitation of children with disabilities
Dushanbe	September 4, 2019	Deputy Prime Minister on Human Developing and representatives from the Executive Office of the President	<ul style="list-style-type: none"> Key findings and arrangements of the mission and next steps, seek advice on design, implementation and monitoring arrangements

		heading social and education sector	
Dushanbe	September 5, 2019	Deputy Speaker of Parliament, Committee on Education, Science, Culture and Youth Policy	<ul style="list-style-type: none"> • Introductions and collaboration and needed support for ECD and GFF
Dushanbe	September 5, 2019	Gov. Technical Working Group chaired by the Minister of Finance	<ul style="list-style-type: none"> • Key findings, agreed steps, schedule of activities
Dushanbe	September 6, 2019	State Committee on State Property Management and Investment under the GoT	<ul style="list-style-type: none"> • Update on the key findings and arrangements of the mission and next steps, seek advice on design, implementation and monitoring arrangements
Vakhdad district	September 6, 2019	Deputy Chairman of the District, Head of Education Department, Head of Registry Office	<ul style="list-style-type: none"> • Assess capacity of education institutions to effectively implement the ECD project
Hissor town/district	November 22, 2019	Chairman, District of Republican Subordination (DRS)	<ul style="list-style-type: none"> • Assess capacity of local governments to effectively implement the ECD project and plans for sustainability
Kushoniyon District Khatlon Region	November 21, 2019	Education Department	<ul style="list-style-type: none"> • Introduction to ECD project • Current challenges of preschool education in Khatlon Region • Visiting preschool entities of the district
Dushanbe	October 30, 2019	Ministry of Health and Social Protection	<ul style="list-style-type: none"> • Potential social and environmental risks during project implementation
Dushanbe	October 31, 2019	Ministry of Education and Science	<ul style="list-style-type: none"> • Development of the ECD project social safeguards documents
Dushanbe	November 12, 2019	MoES	<ul style="list-style-type: none"> • Citizens' Complaints Handling mechanism at national and local levels and ECD legal framework
Dushanbe	November 19, 2019	Head of Preschool Education and Early Childhood Development Department, MoES	<ul style="list-style-type: none"> • Issues related to challenges and expectations of the state pre-school establishments
Dushanbe	November 20, 2019	Ministry of Finance of RT	<ul style="list-style-type: none"> • Institutional arrangements
Bokhtar town	November 21, 2019	Head of Preschool Education Department, Khatlon Region	<ul style="list-style-type: none"> • Introduction to ECD project • Current challenges of preschool education in Khatlon Region.
Bokhtar town, Khatlon region	November 21, 2019	Teachers and administration of the Provincial Institute of Teacher Training/	<ul style="list-style-type: none"> • Introduction to ECD project. • Current challenges, expectations;

		Institute for Professional Development	
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5.1.2 Community Meetings and Potential Beneficiary Needs Assessment Surveys

During project design and SEP preparation the team arranged for the following consultations with the stakeholders working in agribusiness sector and identified their needs:

Table 9. Previous Consultations with Beneficiaries and Communities

Place	Date	Participants	Key points raised
Rudaki district	April, 2019	District Health Center	<ul style="list-style-type: none"> Assessment of district level health institution's capacity/capability and needed support to maintain health facilities and expand ECEC services
Rudaki district	April, 2019	Rayon Health Center "Istiqol" 8	<ul style="list-style-type: none"> Assessment of district level health institution's capacity/capability and needed support to maintain health facilities and expand ECEC services
Rudaki district	April, 2019	District Center for the Formation of Healthy Lifestyle	<ul style="list-style-type: none"> Assessment of district level health institution's capacity/capability and needed support to maintain health facilities and expand ECEC services
Nurek town	April, 2019	Nurek district Health House "Chashma"	<ul style="list-style-type: none"> Assessment of district level health institution's capacity/capability and needed support to maintain health facilities and expand ECEC services
Nurek town	April, 2019	City Health Center "Nurek"	<ul style="list-style-type: none"> Assessment of district level health institution's capacity/capability and needed support to maintain health facilities and expand ECEC services
Yovon district	April, 2019	Yovon district Rayon Health Center "Garav"	<ul style="list-style-type: none"> Assessment of district level health institution's capacity/capability and needed support to maintain health facilities and expand ECEC services
Rudaki district	April, 2019	State kindergarten # 1	<ul style="list-style-type: none"> ECD services availability and accessibility
Rudaki district	April, 2019	State kindergarten # 7	<ul style="list-style-type: none"> ECD services availability and accessibility
Nation-wide	May to July 2019	Survey on Early Human Capability Index (EHCI) A brief snapshot of how children from 0-6 years old are doing in Tajikistan in terms of their holistic development.	<p>Key Take Away Messages</p> <ul style="list-style-type: none"> Disability results interesting and may need further research Main weaknesses in child development were found in the more academic domains (pre-reading / pre-writing skills). ECE attendance and caregiver interactions with children positively related to child development Caregivers seemed interested in the concept of playgroups. Availability, costs and perceptions of quality are the drivers for ECE attendance Although minority population groups were not specifically sampled (i.e. the aim was nationally representative) and thus the needs of such groups potentially not identified - the results reported here do not indicate for a targeted strategy and thus universality in any program design should be considered (or at least a staged approach to eventually achieve for universal coverage).

Nation-wide survey on the Status of Early Childhood Health and Development in the Republic of Tajikistan	July 22-August 12, 2019	1514 households, with 2602 children aged up to 6 years of age	<p>Key findings:</p> <ul style="list-style-type: none"> • Relatively low levels of caregiver-reported disability amongst children aged 2-6 years; • Poor development of children aged 2-6 years across Tajikistan; • Rates of caregiver-child interaction in the home environment were moderate; • ECE attendance is having a positive influence on all areas of children's development, yet attendance across the country is very low; • ECE attendance and child development outcomes varied across regions potentially highlighting the need to consider ECE quality; • Community playgroup is an evidence-based intervention that could be implemented to encourage and increase ECE participation and promote caregiver-child interaction in the home environment; • Programs with universal coverage, supporting the learning and development of children across all regions, are required, rather than implementation targeted at specific geographical areas only.
Vakhsh district, Khatlon region	August 27, 2019	State kindergarten # 1 administration and teachers	<ul style="list-style-type: none"> • Regular parent teacher conferences, every month – for example to address hygiene issues; • Fees 1000 somoni per month, not enough for food, stationery, hygiene and other equipment; • Food and nutrition as a major problem; • Question around planting and seed development – water as a constraint
Vakhsh district, Khatlon region	August 27, 2019	School #56	<ul style="list-style-type: none"> • ECD center set-up, financing mechanism, ECD demand and supply; • Site observations
Khatlon region	August 27, 2019	Meeting with pregnant women at medical facility, in the presence of administrators	<ul style="list-style-type: none"> • 1.5-2-month pregnant check up with the physician, lab work and came with mother in law • 1st time: mother in law attended the visit, in the area where she lived, doctors/physicians come to visit
Khatlon region	August 27, 2019	Community leaders and selected parents	<ul style="list-style-type: none"> • Aspiration to have the children in their school perform as well as children in citizens • Challenge with existing supply (kindergarten spaces), affordability, labour force migration • Focus on infrastructure needs and rehabilitation of buildings and expansion of existing provisions, material provisions like toys • Response to focus on parental stimulation
B.Gafurov, Sughd province	August 28, 2019	ARKON Education Group	<ul style="list-style-type: none"> • Private ECD providers market, demand and supply • Site observations
B.Gafurov, Sughd province	August 28, 2019	State kindergarten # 6	<ul style="list-style-type: none"> • Needs assessment meetings
Vakhdat district	August 30, 2019	State kindergarten # 1 administration, teachers, parents	<ul style="list-style-type: none"> • Assess capacity of education institutions to effectively implement the ECD project
Vakhsh district	August 28, 2019	Medical Center “Chuyangaron”	<ul style="list-style-type: none"> • Assess capacity of health institutions to effectively implement the ECD project
Bokhtar town, Khatlon region	November 21, 2019	KGs teachers attending the in-service training	<ul style="list-style-type: none"> • Access to refresher courses for ECD educators; • Content and quality of refresher courses; • Challenges in applying the newly obtained knowledge

		program from different districts of Khatlon Region	
Bokhtar town, Khatlon region	November 21, 2019	Social center for children with disabilities under NGO «Ghamhori»	<ul style="list-style-type: none"> • Acquaintance with the center activities for children with disabilities
Kushoniyon District Khatlon Region	November 21, 2019	State Kindergarten (KG) #4, rural jamoat Bokhtariyon,	<ul style="list-style-type: none"> • Current state, conditions, challenges, expectations from ECD project
Kushoniyon District Khatlon Region	November 21, 2019	State Kindergarten (KG) #5, rural jamoat Bokhtariyon,	<ul style="list-style-type: none"> • Current state, conditions, challenges, expectations from ECD project
Kushoniyon District Khatlon Region	November 21, 2019	Private KG, rural jamoat Zargar	<ul style="list-style-type: none"> • Current state, conditions, challenges, expectations from ECD project • Enrolment rates, parent incentives
Hissor town/district	November 22, 2019	State KG “Afsona”#6, Hissor town, DRS	<ul style="list-style-type: none"> • Current status of ECD services and challenges
Hissor town/district	November 22, 2019	State KG “Oftobak”#3, Hissor town, DRS	<ul style="list-style-type: none"> • Assess capacity of education institutions to effectively implement the ECD project
Hissor town/district	November 22, 2019	Private KG-Primary School “Nuri Irfon”, Hissor town	<ul style="list-style-type: none"> • Assess capacity of health institutions to effectively implement the ECD project
Hissor town/district	November 22, 2019	Secondary school # 3 of rural jamoat Hissor\Hissor village	<ul style="list-style-type: none"> • Assess capacity of education institutions to effectively implement the ECD project
Hissor town/district	November 22, 2019	ELC at secondary school #26, Gulhani village	<ul style="list-style-type: none"> • Assess capacity of education institutions to effectively implement the ECD project
Hissor town/district	November 22, 2019	Public Health Center of Hissor town	<ul style="list-style-type: none"> • Assess capacity of health institutions to effectively implement the ECD project
Hissor town/district, DRS	November 22, 2019	Public Health Center of Hissor village, rural jamoat Hissor,	<ul style="list-style-type: none"> • Assess capacity of health institutions to effectively implement the ECD project
Hissor town/district	November 22, 2019	Health Point of Sayod village, rural jamoat Hissor	<ul style="list-style-type: none"> • Assess capacity of health institutions to effectively implement the ECD project



Figure 3. Community Meetings in Khatlon, August, 2019



Figure 4. Consultations with preschool teachers at Provincial Institute of Teacher Training, Bokhtar town, Khatlon, November, 2019



Figure 5. Private Kindergarten in Khushonyon district



Figure 6. CwD Development Center NGO "Ghamhori" in Bokhtar

5.2 Lessons Learned in Engaging Communities / Stakeholders from Previous Projects

Community mobilization and involvement play important roles in ensuring relevance and ownership of interventions. The project draws on the community mobilization experience under several World Bank (WB) and other donor-supported projects²⁵ to identify effective approaches to community engagement. The project makes use of existing participatory planning and oversight processes at the community level to provide locally-identified infrastructure and strengthens the capacity of community/*mahalla* administrations and community-level institutions to engage with citizens and to deliver services efficiently, fairly, and in response to the needs of the community. Tajikistan GPE-4 project supported community mobilization activities to raise awareness and advocate importance of early learning among rural communities. As a result, the demand

²⁵ Socio-Economic Resilience Strengthening Project, Japan Social Development Fund Nutrition Grant Scale-Up Project, GPE-4 Project, AKDN projects

for preschool programs has increased in the target areas and the parents' expectations from preschool programs shifted from school preparation to school readiness.

The ongoing monthly household survey, *Listening to Tajikistan (L2T)*, would be leveraged by including additional questions about citizen participation in the targeted districts related to ECD planning, community mobilization activities and services. Additional questions to the survey would be developed in the first year of the project and included in the L2T survey once per year.

Inclusion of alternative preschool models in the BP is based on the lessons learned from international practice. The intent is to promote innovative ECD models (home-based parenting engagement, half-day preschools, community child development groups (playgroups) with volunteers) which have proven successful in quickly expanding access by mobilizing social capital and participation of parent caregivers and communities in countries that faced similar resource, capacity and geographical constraints for service delivery (e.g., Indonesia, Tonga). The model also produced successes in well-resourced environments like Australia, with the findings from a quantitative evaluation²⁶ demonstrated that playgroups are universally beneficial to all children from a range of different backgrounds, and that playgroups have positive impacts on all domains of child development: physical, social, emotional, language and cognitive development, and communication. Community playgroups (models of the CCDGs planned under this project) supported by development partners in Tajikistan already proved to be effective in remote mountainous areas of the country. The Early Learning Centres (ELCs) representing a half-day model in Tajikistan were the main driver of the raising preschool enrolment in the last decade.²⁷

At the household and community level, SBCC is central to improving understanding and changing behaviours around ECD. Research from a variety of contexts demonstrates that community-based communication can effectively change behaviour in a cost-effective manner. Likewise, practical coaching sessions have the power to change behaviour after a relatively short period of time. The project will design practical sessions to reinforce parents' and caregivers' skills in quality interactions to build self-confidence in parents and caregivers to engage successfully with their children. Beneficiary access to contextualized communication and mass media messages can rapidly improve feeding practices at scale. In Bangladesh, for example, delivery of a community-based communications package, developed with assistance from Alive and Thrive, was associated with more than 30 percent improvement in key indicators – exclusive breastfeeding and consumption of a diverse diet – over 3 years.

The previous World Bank and other development partners' operations in Tajikistan, Uzbekistan and Kyrgyzstan demonstrated the importance of undertaking related measures in public administration and financing areas for the sustainability of alternative preschool models. Thus, the half-day preschool models introduced in those three CA countries obtained sustainability in Kyrgyzstan and Uzbekistan, but not Tajikistan. In Tajikistan, the ELCs, although legally recognized as a form of preschool services provision accommodating almost one-third of children enrolled in preschool, still lack secured public funding and a regulatory framework, limiting their quality and sustainability.²⁸ In the other mentioned CA countries, the ELCs have the state co-financing and inclusion of the ELCs teachers in the public payroll. The project aims to develop and pilot the financing mechanisms for sustainability of the proposed program and interventions

²⁶ Gregory, T., Harman-Smith, Y., Sincovich, A., Wilson, A., & Brinkman, S. (2016). *It takes a village to raise a child: The influence and impact of playgroups across Australia*. Telethon Kids Institute, South Australia. ISBN 978-0-9876002-4-0.

²⁷ World Bank. *Early Childhood Education and Care Analysis: A Focused Review of Preschool Education in Tajikistan*. 2019.

²⁸ Tajikistan Fourth Global Partnership for Education Grant (GPE-4) – P131441

5.3 Stakeholder Identification and Analysis

5.3.1 Stakeholder Mapping

Stakeholder is defined as an individual/ institution (agency) that can impact upon or get impacted by the project. In order to define a communication process with the stakeholders, several groups that may be interested and/or affected by the project implementation have been identified. There are a number of groups of people and social groups who are interested in the project on different levels. Project recognizes that: stakeholders are not only diverse and heterogeneous but also are housed both vertical and horizontal space. Accordingly, stakeholder mapping is done vertically (across the administrative space) and horizontally (within an individual space). The first step involves in the preparation of a universal mapping. Each stakeholder / group is rated for the relative importance- starting from rating from 1 to 5 stars. Five being high and is to be accorded full scale attention. This helps in assigning importance for further analysis. The Universal mapping and the relative importance are presented below.

Table 10. Universal Stakeholder Mapping

Sl No	Level – Administrative Space	Stakeholders	Significance *****
1	National / Country Level	Ministry of Finance	****
		Ministry of Health and Social Protection, including its subordinate(s) which develops SANPINs for preschools 1) State Sanitary Epidemiological Service of the State Service for Supervision over the Medical Activities and Social Protection under the Ministry of Health and Social Protection 2) Department for organization of care for mothers and children and parenting skills under MOHSP 3) Department of International affairs, PHC and Health Reforms under MOHSP	*****
		Ministry of Education and Science	*****
		Academy of Education (AoE) & Institute for Education Development (IED)	****
		Republican In-service Teacher Training (RIITT)	****
		Republican Training and Methodological Center (RTMC)	***
		Majlisi Namoyandagon Majlisi Oli (Low Chamber of the Parliament) – adoption of strategic documents	***
		Ministry of Labor, Employment and Migration	***
		Committee on Women and Family Affairs	***
		State Committee for Investment and State Property Management	***
		Republican Center for Family Medicine	***
		Center for Pediatric and Children’s Surgery	***
		Republican Center for Healthy Life Style	***
		WB and WB-funded projects (GPE-4, CASA CSP, SERSP)	*****
		Other Donors (IsDB, USAID, UNICEF, AKF, WHO, GIZ, ADB, OSI, JICA, UNDP, WFP, Caritas, EU, GAVI)	***
		State Agency for Supervision in the Sphere of Education (SASSE)	***
		Agency on Construction and Architecture	***
		National Disability Center “Chorbogh”	***
		State Surveillance Service over Medical Activities and Social Protection (Khadamot)	***
		Center for Health Information and Statistics	***
State Statistical Agency	**		
Social Media	**		
National media (newspapers, television)	**		
2	Provincial Level	Regional Branches of National Disability Center	***
		Regional Family Medicine Training Centers (monitoring of child development data)	****
		Provincial Institute of Teacher Training/ Institute for Professional Development (TOTs and coaching) – Regional IITT	****
		Health and Education Departments at the Regional Khukumats	***
		CSOs	*

		Media	***
3	District level	District khukumats and line departments	*****
		Primary Health Care Centers at District level	*****
		Early Learning Centres (half-day institutions) and ELC teachers	*****
		Kindergartens (1.5-7 years kids)	****
		Nursery (1,5-3 years kids)	****
		KGs-Primary school (4-10 years kids)	****
		Nursery-KGs (including specialized ones) 1,5-7 years kids	****
		Specialized preschools (2-7 years kids with special needs)	****
		Day-care centers for 4-17 years CwD (half-day)	****
		Private centers of additional education (3-7 years kids) and/or private preschools	****
		Local media	***
		Civil works contractors	***
		NGOs/CSOs (not involved directly in project)	*
		Goods, construction material suppliers	***
		Vendors (toys and books suppliers)	**
4	Sub District	Jamoats	****
		Health houses\posts	****
5	Mahalla	Kids 0-6	*****
		Pregnant women and breastfeeding mothers	*****
		Mother-in-laws	****
		Parents with kids ages 0-6	*****
		Children with disabilities and their parents	*****
		Kids 0-6 from low-income HHs	*****
		Mahalla leaders and councils	****
		Community activists	***

5.3.2 Stakeholder Segmentation/ Prioritization

The identified project stakeholders were segregated by their areas of influence. The stakeholders of high (5*) and substantial significance (4*) form the purview of further enquiry.

Table 11. Stakeholder Segmentation by their Areas of Influence

National / Country Level	
Stakeholders	Area of Influence
Ministry of Finance	Will serve as the Project Implementation Unit (PIG) of the ECD project, will be responsible for overall implementation, coordination among stakeholders, results monitoring, and communicating with the WB on the progress\results. The Minister of Finance will chair the Project Steering Committee (PSC) and act as deputy chair of the National ECD Committee (NECDC)
Ministry of Health and Social Protection	Responsible for implementation, coordination, monitoring of all project' interventions at national and local levels in close collaboration with the PIG\MoF. The Minister to be represented at NECDC; Deputy Minister at PSC
Ministry of Education and Science	Responsible for implementation, coordination, monitoring of all project' interventions at national and local levels in close collaboration with the PIG\MoF. The Minister to be represented at NECDC; Deputy Minister at PSC
Government of Tajikistan/Cabinet of Ministers	Deputy Prime Minister on Social Issues will chair National ECD Committee (NECDC)
WB and WB-funded projects (GPE-4, CASA CSP, SERSP)	Supervision, no objections, implementation support. The project will use Implementation mechanisms\community mobilization models of the listed WB projects.
Other Donors (IsDB, USAID, UNICEF, AKF, WHO, GIZ, ADB, OSI, JICA, UNDP, WFP, Caritas, EU, GAVI)	Coordination of ECD projects being planned and implemented in the target areas to build synergies and to avoid double financing
Academy of Education (AoE) & Institute for Education Development (IED)	Preparation and publication of state standards in all disciplines of school, curricula and study books, methodological recommendations for textbooks
Provincial Level	
Regional Family Medicine Training Centers	Advanced trainings for family doctors and nurses (monitoring of child development data)
Regional Institute of In-service Teacher Training/ Institute for Professional Development (TOTs and coaching)	Advanced trainings for preschool teachers
District level	
District khukumats and line departments	Development of district ECD plans based on ECD plans prepared by mahallas, and the plans implementation
Primary Health Care Centers at District level	Provision of services based on updated guidelines and tools with a focus on ECD and early child stimulation. Monitoring and control of the services provision at jamoats' health points.
Early Learning Centres (half-day institutions) and ELC teachers	Preparing children for school

Kindergartens (1.5-7 years kids)	Providing favorable conditions for children physical and mental development. Education and socialization of children through games\interactive methods.
KGs-Primary school (4-10 years kids)	Care, feeding, early development, preschool education
Nursery (1,5-3 years kids)	Care, feeding, early development, preschool education
Nursery-KGs (including specialized ones) 1,5-7 years kids	Care, feeding, early development, medical treatment, preschool education
Specialized preschools (2-7 years kids with special needs)	Care, feeding, early development, preschool education, primary school
Residential institutions (Orphanages for 2-8, baby homes 0-4 CwD, facilities)	Accommodation, care, feeding, medical care, early development, preschool education
Day-care centers for 4-17 years CwD (half-day)	Providing medical and psychological support to children and parents. Children rehabilitation, socialization.
Private centers of additional education (3-7 years kids) and/or private preschools	Early development based on parental funds.
Sub District Level	
Jamoats	Participation in community mobilization for ECD plans development and implementation, public awareness campaigns
Health houses\points	Provision of services to parents and children based on new ECD package.
Community Level	
Kids 0-6	Main beneficiaries of the project. The ECD plans to be developed based on their needs and suggestions.
Pregnant women and breastfeeding mothers	
Mother-in-laws	
Parents with kids ages 0-6	
Children with disabilities and their parents	
Kids 0-6 from low-income HHs and FHHs	
Mahalla leaders and councils	Liaison between the project implementers and beneficiaries.

5.3.3 Stakeholder Analysis

The stakeholders of high and substantial significance (ranked 5* and 4* during universal mapping) are analyzed in the Table below. The analysis include the current status of the stakeholder, raised concerns and issues during consultations, their expectations from the project, significance of the risk of unmet expectations and enabling conditions required to mitigate those risks.

Table 12. Stakeholder Analysis by the Level of Engagement

National Level					
1. Subgroup	2. Current Status	3. Concerns and issues	4. Expectations	5. Risks	6. Enabling Qualifiers
Ministry of Finance	MoF has sufficient experience in implementation of donor-funded projects. There is a PIG on Public Finance Management, and a PIG that implements 3 WB and 2 ADB- funded projects. However, there is no project-specific GRM. Citizens' complaints are filed with the MoF General Department and then to Minister who directs them to the relevant departments with an instruction.	<p>Insufficient number of competent staff to manage large-scale projects and subprojects in the fields, lack of knowledge about ESSs, hiring additional competent staff to manage the project at the district level.</p> <p>Functions and authorities between the project implementers (MoF, MoES, and MoHSP) should be distributed precisely/carefully. If decision-making will depend on several authorities, this will complicate the project implementation process (bring to delays).</p> <p>Efficient coordination between line ministries can be efficiently organized at local level.</p>	<p>Successful implementation of the project's objectives through efficient use of allocated funds. Introduction of alternative ECD models, attract private sector, Public Private Partnership model where is a demand.</p> <p>Improve institutional capacity in supervising consultants, to gain experience in managing large scale grant projects</p>	Substantial	Clear distribution of functions and powers between the project implementers. The project Coordinators should not be the first persons of the line Ministries (as they might not be always accessible), but Heads of relevant departments. Project will include capacity building activities of PIG staff in project management, procurement, financial management, safeguards, M&E
State Investment Committee (SIC)	Overloaded with diverse tasks starting from attraction and coordination of investments with IFIs up to state property management	SIC supported the WB on youth entrepreneurship promotion under the WB executed project "Voices of Youth".	Attract other IFIs funding to expand the project coverage and impacts; Create a success model of community based tourism that could be replicated to other regions through attraction of other IFIs	Moderate,	Establish a national interagency steering committee to make informed strategic planning and investments
Ministry of Health and Social Protection	Responsible for Early Childhood Development subsector; has the mandate for securing maternal and child health from preconception to 3-year-old.	There is no single vision/document on ECD development in the country. Lack of funding for qualitative services provision. Low access to Early Childhood Education and Care, in particular in rural area. Lack of ECD specialists, furniture, equipment, materials.	<p>Introduce early detection and intervention techniques in the country to decrease infant mortality and illness.</p> <p>Reduce indicators on children' stunting, wasting and low weight.</p>	Substantial	Balance between health and education parts of the project (equal approach). Taking measures for the project results sustainability. Consider a mechanism to support low-income families so that

	<p>Has experience in implementation donor-funded projects. The MoHSP Department on Maternal and Child Health and Family Planning is responsible for ECD activities. There are game rooms arranged at children departments of district hospitals to create child-friendly environment. Starting from 2018, 'mother & baby' rooms are being organized at PHCs where possible. Medical workers conduct monitoring of growth, weight and mental development of children in the field.</p>	<p>There is lack of ultrasonic equipment and specialists of early diagnosis of abnormalities in the child development. There is only one Republican Medical Genetics Center in Dushanbe. This is critical to open the regional Genetics Centers at least in Sughd, Khatlon, GBAO and train relevant specialists. Pregnant women should have an opportunity to undergo biochemical screening locally, at their region.</p>	<p>Increase number of qualified medical workers. Repair\establish and equip the game rooms arranged at children departments at hospitals and mother' & baby' rooms (o corner) at PHCs (including furniture, visual aids, educational toys\games, leaflets/instructions for parents, books).</p> <p>Provide stack bags at PHC facilities to increase parents' incentives to increase demand for ECD services in the target areas; Improve access to medical services in remote areas; Increase parents' awareness.</p>		<p>laboratory services are affordable to them. Support MoH with trainings and consultative support.</p>
Ministry of Education and Science	<p>Has the mandate for ECD for children from 1.5 to 6 and 7-year-old. In February 2019 Department of Preschool Education and Early Childhood Development (with 4 staff members) was established within a new created Division of Children's Rights Protection at MoES. The Department prepared the State Program of Preschool Education Development in RT for the period of 2020-2025. MoES has experience in implementation of donor-funded projects, however the ECD project will be the first one for the Department's employees. ECD sector is underfunded.</p>	<p>Low coverage of children by preschool services, especially in rural areas. Considerable difference in access to the service between urban and rural areas. Lack of preschool facilities. Lack of funds for quality nutrition of children in existing KGs. Urban kindergartens are overloaded (40 children in one group). Lack of ECD specialists\teachers and teaching\visual aids\materials. All heads of KGs in the pilot districts should be covered by ECD trainings as some of them don't even have pedagogical background.</p> <p>Per the Department vision, ECD establishments should be located separately, not at schools or health centers as each of the mentioned organizations have their own regulations that may cause certain barriers for ECDC effective performance.</p>	<p>Update ECD relevant laws and regulations\norms. Increased coverage of children in rural areas by adequate ECD services. Improved infrastructure and conditions at preschool entities. Sufficient quantity of ECD materials and qualified specialists. Development of alternative forms of preschool education. Comprehensive financing mechanism of state preschool entities (per capita financing)</p>	Substantial	<p>Enhance coordination with other donors to increase impact</p>
Other Donors (IsDB, USAID, UNICEF,	<p>Have their own plans and visions, implementing partners and diverse geographical coverage</p>	<p>Facilitate consensus-building among the diverse range of state and non-state stakeholders and ensure whole of the</p>	<p>Ensuring proper coordination of the project activities with potential investments from other donors in the field of ECD.</p>	Moderate	<p>ECD Donor Coordination Council Meetings should coordinate IFI-funded projects and build synergies</p>

AKF, WHO, GIZ, ADB, OSI, JICA, UNDP, WFP, Caritas, EU, GAVI)		government approach in delivering services promoting improved ECD outcomes; (among them, especially the project should build synergies with IsDB project activities related to establishment of ECD rooms in the secondary schools.
Other government agencies engaged in social infrastructure development	The current regulatory regime creates some overlap and gaps of tasks between government agencies as regard to the developmental needs of the country. The ministries have many existing service delivery channels that will need to be coordinated closely to enable service delivery to improve ECD outcomes.	Geographic focus of development projects is mostly focus the south of the country, while other regions also require large investments.	Plan and implement the local, regional and national development plans with the state budget and/or donor-funded projects throughout the country	Moderate	DCC will be instrumental in coordinating the social infrastructure development at the district level, while the Governors' office will do the same at the regional level. National Early Childhood Development Council (NECDC) chaired by the Deputy Prime Minister for Social Issues will arrange for the ECD development projects coordination at the national level.
Academy of Education (AoE) & Institute for Education Development (IED)	National of Education Development Strategy (2021-2030) considers issues of preschool education. There is a Preschool Education Department at the Institute. "Ranginkamon" program for preschool teachers was developed in 2012. It will be revised/updated in accordance with new requirements this year. There are two standards - Child Development Standards; and Preschool Education Standards	Until the line ministries work together, there will be no results. This is good that three ministries are brought together as implementers of the project.	Increased access to ECD in remote rural areas. Improved preschool premises. Sufficient number of ECD teachers.	Low	
Republican In-service Teacher Training (RIITT)	Has sufficient experience in working with international consultants; has moderate capacity to host methodological part of ECD BP; has regional hubs to roll-out trainings	Understaffed in terms of preschool retraining capacity; needs ECD methodological capacity building support;	Active participation in the project and improved capacity to rollout the retraining modules in the regions	Low	Module-based approach should be introduces to give the teachers flexibility to plan their curriculum

WB	The WB has extensive experience in education, health, and early childhood programming. The Bank supported more than 75 early childhood development projects worldwide since 1990, and more than US\$1.6 billion in lending across 47 countries.	Key risks relate to: (i) fragility and conflict situation prevailing in certain parts of the country; (ii) poverty and unemployment situation which in turn impact 'women'; (iii) inclusion - likely that some poor and vulnerable households may find it difficult to participate in the project; and (iv) weak client capacity and uncertain coordination arrangements required for a multi sectoral project.	Achieve the Project Development Objectives and PDO indicators	Substantial because of multisectoral nature of the Project.	Frequent implementation supervision support should be in place at the beginning of the project to assist to set up the tri-party project coordination, planning and implementation mechanisms
Provincial Level					
1. Group/ Subgroup	2. Current Status	3. Concerns and issues raised	4. Expectations from the project	5. Risks	6. Enabling Qualifiers
Regional Family Medicine Training Centers	In charge of implementation of 6-month retraining courses for medical workers on family medicine, has wide range of regional training hubs, low methodological capacity in adult training methodology	Only one month out of 6 months dedicated to pediatrics. This is not enough to train a good pediatrician who knows all the nuances of treating children from, for example therapist.	Increased human and organizational capacity to host the ECD BP health worker trainings and to be able to cover a wide range of districts, not only the target districts	Moderate	Develop and disseminate BP teaching aids, methodological, visual and hand-out materials for doctors and parents
Provincial Institute of Teacher Training/ Institute for Professional Development (TOTs and coaching) – Regional IITT	The center provides half-day training for preschool teachers and nurses (54-72 hours), 12 -days professional course. All preschool teachers are requested to have high or specialized pedagogical education. They should receive advanced professional courses once in three years.	Lack of equipment, visual aids and methodological materials and office supplies. No access to Internet. Many preschool entities teachers don't attend the trainings because their transport expenses are not being covered/reimbursed.	Improved conditions for professional trainings provision, sufficient quantity of training materials, updated guidelines/manuals on ECD.	Moderate	Develop and disseminate BP teaching aids, methodological, visual and hand-out materials for preschool teachers and ECD facilitators
District Level					
1. Group/ Subgroup	2. Current Status	3. Concerns and issues raised	4. Expectations from the project	5. Risks	6. Enabling Qualifiers

District khukumats and line departments	Function based on national legislations and regulations, execute instructions received from national government. Have experience in working with donors on implementation different project. No capacity in ESF implementation	Lack of KG in urban areas, in particular in the district centers, (parents stand in line). Existing KGs require major repair. In Hissor 90% of the preschool entities require major repair. Government attracts private entrepreneurs to repair/establish health centers & points, and where possible the preschool facilities. Lack of budget to address all prevailing needs.	Existing infrastructure will be improved and coverage of children with preschool education and ECD will increase, in particular in rural areas.	Substantial	
Primary Health Care Centers at District level	Provide medical care according to existing instructions and protocols.	Lack of equipment and tools. (family doctor's and nurses' medical bags). There are Health Centers in rural jamoats located in old buildings with no proper conditions for patients' reception and examination (outside water and toilet, cast iron stoves for heating by coal). Lack of materials and supplies.	Improved conditions (infrastructure) and modern equipment for patients' examination and treatment.	Moderate	
Early Learning Centres (half-day institutions) and ELC teachers	Usually established in one room of secondary schools by support of donors or the school administration itself.	No access to water and sanitation (common outside sanitation facilities at school), heating by iron stoves or electric heaters. Poor conditions, no visual aids and interactive methodology in preschool classes arranged by the schools themselves for 6-year-old children. ELC teachers receive salary from the school or from the amount contributed by parents (25 USD). Salary is low around 50 USD per month average. ELCs depend on the school conditions and parents' contributions. In the schools where space is a problem, Directors are not very happy that their premises are occupied by ELC. They think that ELCs should be located separately.	Rehabilitation of the ELC classes, provision of modern visual aids, materials and educational games/toys.	Moderate	ECD financial mechanisms should be consulted with parents and updated accordingly.
Kindergartens (3-7 years kids)	Provide services according to the state instructions and regulations.	There is a big demand for KGs in urban areas. Most of the KGs are in need of major repair. Usually there is no access to water and sanitation inside of the buildings (sometimes the system is broken or it doesn't exist at all). Heating is provided by iron stoves (coal/wood that is harmful for children) or electric heaters. Humidity is felt in the rooms, because of the cold they are poorly ventilated. KGs provide three meals, but due to lack of budget the quality of nutrition is not sufficient. Parents contribute 55 somoni (about 6\$) per month	Improved infrastructure and access to water and sanitation. Boiler house restoration or alternative heating systems. Provided modern visual aids, materials and educational games/toys. Increased financing from local budget.	Moderate	ECD financial mechanisms should be reconsidered and updated.

		for their children nutrition in rural areas. Heads of KGs rely on parental help to solve pressing problems. Much depends on the personality of the kindergarten head. Most active of them try to find possible ways to improve their KGs conditions. In Hissor town, Head of KG # 3 restored water supply and sanitation system inside the building with parental support. In every kindergarten there is a nurse who monitors the children health. There is also lack of safe toys, low quality toys are being withdrawn by Sanitary Epidemiological Service. KGs don't have funds to obtain expensive good quality toys/games.			
Nursery-KGs (1,5-7 years kids)	Most typical type of preschool facility in the country.	Underfunded, poor infrastructure, low human capacity, low child enrolment in rural areas, while in urban areas vice versa	Improved infrastructure. More modern visual aids, materials and educational games/toys. Increased work with parents. Increased financing from local budget.	Moderate	ECD financial mechanisms should be reconsidered and updated. TML packages should be distributed as widely as possible
Specialized preschools (2-7 years kids with special needs)	In specialized preschool there are medical treatment and rehabilitation services in addition to care, feeding, early development and preschool education.	Underfunded, poor infrastructure, low human capacity, poor medical supplies	Improved infrastructure. More modern visual aids, materials and educational games/toys. Increased financing from local budget.	Low	Attract private donations and/or public-private partnerships to improve conditions
KGs-Primary school (1,5-10 years kids)	There are public and private ones. Conditions of the private KGs/Primary school are better than in public KGs. Parental contribution varies. For example, in Hissor's town private entity it is around 50 USD per month	Underfunded, low ECD teaching capacity, low child enrolment in rural areas, while in urban areas vice versa In Hissor, a businesswoman first opened a private kindergarten, then an elementary school in order to continue education of its graduates.	In addition to the above, improved legislation and regulations in support of private preschool entities	Low	Regulatory changes and support to increase number of private KGs where the demand is high; Introduce the differentiated parental fees for diverse range of vulnerable HHs
Residential institutions (Orphanages for 2-8, baby homes 0-4 CwD facilities)	Supported by Government and typically, each center also gets donations from local entrepreneurs and people.	Government creates acceptable conditions in these institutions at possible extend, however insufficient funding, poor infrastructure, low salaries and low human capacity, poor medical supplies	Improved infrastructure, equipment and tools for children rehabilitation and socialization. Employees training	Low	To pay attention to the residential institutions during infrastructure rehabilitation selection

Day-care centers for 4-17 years CwD (half-day)	Supported by Government, not available in all districts, located usually in the district centers. Some centers are being organized by NGOs with support of the government and donors. Provide consultative, medical, and psychological assistance to parents and CwDs. Promote socialization of children with disabilities.	Lack of funds to cover all that are in need and provide proper conditions for CwD (water, sanitation, heating), no transportation support for CwD from remote areas.	Improved infrastructure, equipment and tools for children rehabilitation and socialization. Social workers training Increasing parents' awareness and their education\stimulation	Moderate	To consider arranging transportation services to increase enrolment in day-care centers To arrange for wide parent awareness of existing ECD services for CwD
Private centers of additional education (3-7 years kids) and/or private preschools	There are private centers of additional education in towns (half day or a couple of hours, English, Russian language courses, preparation to school, chess, dancing, drawing). Private KGs provide services according to the state regulations and norms. They function at parental contributions. In rural areas, some KGs are being established by local entrepreneurs at one part of old culture clubs\houses.	Private KG are in demand in urban areas, but they are not cost-effective in rural areas, where parents prefer to keep children at home, or the service is not affordable. There is private KG in rural jamoat Zargar of Kushoniyon district with capacity for 200 children, but only 60 children are currently enrolled. The KG has access to water and sanitation in the building. The cost of the KG was decreased from initially set 21 USD to 11 USD. However, this didn't work. The amount collected is not enough for its maintenance and good service delivery. Supported by private entrepreneurs	Introduce balanced ECD funding mechanisms to make ECD services affordable and accessible.	Moderate	Increase understanding of ECD importance among family members in rural areas.
Sub -District Level					
1. Group/ Subgroup	2. Current Status	3. Concerns and issues raised	4. Expectations from the project	5. Risks	6. Enabling Qualifiers
Jamoats	Don't have own budget to address local needs.	Don't have opportunity to establish KGs at villages where is a demand. Rely only on entrepreneurs' and parents' assistance in organizing kindergartens at existing facilities that don't meet standards (such as part of the old buildings of cultural clubs).	Increased access to affordable health care and preschool education in rural areas	Low	Regulatory mechanisms and capacity building support to manage their own budgets

Health houses\points	Provide medical services based on instructions\ protocols. Accountable to Health centers. Their staff attend advanced trainings once in five years. Nurses go from home to home to monitor health condition of children and their parents in place. They also distribute pills for worms to children.	There are new medical points in some villages built by donors or local entrepreneurs. However, some medical points are still located in old buildings with poor conditions with no access to water and sanitation; or even in one room, or at the nurses' home. Lack of equipment, scales for measuring children weight and height meter.	Improved conditions (infrastructure) and modern equipment\tools and methodology for patients' examination and treatment.	Low	The project mostly focuses on the district level, this sub-district level should be also covered where possible.
Mahalla Level					
1. Group/ Subgroup	2. Current Status	3. Concerns and issues raised	4. Expectations from the project	5. Risks	6. Enabling Qualifiers
Kids 0-6	Direct beneficiaries of the project. In urban areas where parents usually work, children are covered by preschool services. In rural areas children are mainly brought up in a family.	There are no proper conditions in public KGs for children' education and physical development. Lack of furniture, equipment and safe toys. Majority of KGs are located in old buildings with no inside access to water, sanitation and poor heating. Preschool teachers rarely use interactive methodology to educate children – "learning by playing". In some KG teachers don't allow children to play with toys. Like in schools, children just learn poetry by heart and follow instructions. Preschool teachers are low paid and have no motivation to work creatively and acquire advanced teaching skills.	More safe toys and visual aids, good teachers and nurses, more play groups, responsible parents, create and cognitive learning programs	Low	SBCC strategy implementation should pay special attention to this specific group as well
Pregnant women and breastfeeding mothers	Periodically monitored by medical workers of health centers and health points. Working breastfeeding mothers receive 6 USD childcare allowance until the child is 1.5-year-old. Housewives get nothing.	Undernourished in rural areas, poor and outdoor sanitation conditions at homes, majority are low educated, powerful mother-in-laws	Provision of professional support and advises from medical workers.	Moderate	SBCC strategy implementation should pay special attention to this specific group as well
Mother-in-laws	They sometimes take care of their grandchildren if both parents work. Often they decide to send a child to kindergarten or not. In rural areas, husbands and	Old generation with established mindset, powerful decision-makers at the HH level in rural areas, strong religious believers and follow the traditional rules and habits	Increase number of community based ECD groups or at home ECD facilitators.	Moderate	SBCC strategy implementation should pay special attention to this specific group as well

	their mothers think that if mother is unemployed, she should take care of children at home. However, situation varies from family to family.				Religious aspects should be considered while drafting and implementing SBCC activities.
Parents with kids ages 0-6	Accountable for raising their children in accordance with the Law on Parental Responsibility	In rural areas the number of large families is high, children are raised mostly at home; majority of mothers are low educated; low income households, cannot afford and/or unaware of ECD services Majority are strong religious believers and follow the traditional rules and habits	Affordability and accessibility of health and preschool education services	Moderate	Increase number of affordable and accessible KGs. Increase parent awareness and participation in ECD planning and implementation Religious aspects should be considered while drafting and implementing SBCC activities.
Children with disabilities (CwD) and their parents	CwD are served free of charge at public institutions. Children receive pension (less than 100 somoni/11 USD per month) depending on the disability group. CwD require special care and developmental conditions.	Existing KGs often refuse to receive CwD due to lack of proper conditions to provide appropriate services. PHC don't have proper equipment and ramps. Parents are often depressed and require professional psychological assistance. Some parents don't want to bring their children to social centers, do not believe that physiotherapy and psychological support can help their children in strengthening their health and socializing.	Establishment of favorable conditions for provision of services to CwD at KGs and public health centers/points. Society understanding and support.	Moderate	SBCC strategy implementation should pay special attention to this specific group to reduce stigmatization
Kids 0-6 from low-income HHs	Families that cannot afford paying 55 somoni (6 USD) parental contribution to rural KGs. Children from low income families pay 50%, and orphans are served free of charge at public KGs. Low-income families receive 40 somoni annually as education allowance from Government	Don't have regular income; depend on labor migrants' remittances, prefer to keep their children at home as usually the children mothers don't work.	Free services at public KGs and PHC. Free laboratory tests	Substantial	Differentiated parental fees depending on social vulnerability of HHs should be promoted and institutionalized through regulatory changes.

Mahalla leaders and councils	Active members of community. Have experience in implementation of different projects through community mobilization. They are the traditional bodies serving as liaisons between the government bodies and communities/population	Have limited financial opportunities and authorities, but lots of responsibilities and assignments, rely on local entrepreneurs and donors support to solve the community needs.	Increased access to ECD services in rural areas.	Moderate	Will be instrumental in implementation of the SBCC activities at the community level
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5.4 Institutional Analysis

The engaged existing institutions have been analyzed in the below Table. The institutions to be recruited or to be established are not covered by the below analysis.

Table 13. Institutional Analysis

No	Level	Sub group/agency	Current Role	Change/ Adjustments suggested	Rationale
1.	National	MoF	The MoF, as the Government of Tajikistan's focal point for human capital development, is a key player that can bring together all concerned ministries and agencies to deliver the results of the program.	A new stand-alone PIG will be established at the Ministry for better coordination of the project between two line ministries.	As there is no single state agency with mandate for early child development, MoF will be responsible for overall implementation and coordination, results monitoring, and communicating with the WB for implementation of all project related activities.
		Ministry of Education and Science	Gaps and overlaps are found in each ministry's tasks regarding ECD which operating in silo with minimal coordination and ad hoc. The MoES has the mandate for children from 1.5 to 6 and 7-year-old and MoHSP has the mandate for families and children from preconception to 3-year-old.	The MOES and MOHSP management will appoint a focal point representing each Ministry to serve as project Coordinator and work closely with the Project Director at the PIG.	Both, MOES and MOHSP have main responsibilities on ECD subsector. However, there are gaps and overlaps in each ministry's tasks regarding ECD and lack of coordination between the Ministries, therefore MoF will serve as liaison between them.
		Ministry of Health and Social Protection			
2.	District	District Government	Responsible for facilitation and monitoring of the project activities implementation in the district.	The district government will establish a project District Coordination Committee (DCC) headed by a Deputy Chair of the district. The DCC will be supported by a District Coordinator hired by the PIG.	Key districts departments (finance, health, education, land, public relations, WASH, construction) will be involved in DCC. The DCC will receive training to develop a district ECD plan and TA in its implementation.
3.	Jamoat	Jamoat administration	Liaison between district and mahallas	Will support DCC in implementation of the project interventions	Support development of mahalla level ECD plan and incorporation of village priorities in the district ECD plan
4.	Mahalla	Mahalla committee	Responsible for community outreach and mobilization	Community mobilization to identify local priorities and needs relevant to ECD	Development of mahalla level ECD plans based on priorities

5.5 Impact Assessment and Risk Management

The project team has identified potential positive and negative impacts and risks and analyzed the role and responsibilities of different (key) actors in risk management. The table below lists the proposed mitigation measures to be used at different levels.

Table 14. Impact Assessment and Risk Management under ECDP

Level	Positive Impacts	Negative Impacts	Risk	Mitigatory Measures
National	The project interventions will strengthen capacity of the MoHSP and MoES in ECD services provision and improve ECD regulatory framework to contribute to the government's overall goal of human capital development (2030 National Development Strategy).	None	Lack of institutional capacity of line ministries and weak collaboration/integration across the ministries/agencies for the project implementation and sustainability. No experience with new ESF procedures	Intensive capacity building of line ministries within the project. Provision of consulting services as required. Establishment of National ECD Committee (NECDC) and the Project Steering Committee (PSC). Intensive capacity building on ESF standards implementation
District level	Improved structure\conditions of preschool and health care facilities. Preschool teachers and health care workers will obtain necessary knowledge and skills to deliver ECD basic package. Local authorities will improve their skills in planning, implementation and monitoring of donor funded projects. Children coverage by preschool education will increase.	Rehabilitation of KGs and PHCs and construction of new KGs may have negative environmental and social impacts	The environmental risks are expected to be typical for small scale construction/rehabilitation works, temporary by nature and site specific Social risks are expected to include social exclusion, community tensions. There are remote chances of acquisition of 'lands' and hence carry resettlement related risks as well. All social risks are identifiable and can be mitigated	Establishment of effective GRM at district level to be administered by DCC. The risks might be mitigated by DCC through supervising the contractors to apply best construction practices and relevant mitigation measures to be highlighted in the site-specific ESMPs and RAPs, if needed.
Community members	The project will improve access to improved basic rural infrastructure, youth inclusive services and livelihood activities	Temporary limited access to some public infrastructure facilities to be rehabilitated. Some households may lose lands in the process of creating infrastructure. Choices of some other	Majority of the community members in target districts predominantly dependent on remittances and have no sufficient funds to meet the matching grants requirements. High expectations of grant allocations from local entrepreneurs could lead to social tensions and resentment when	Negative social impacts will be avoided by the communications and awareness-raising activities that clearly communicate subproject eligibility criteria and implementation arrangements to stakeholders within Project areas. Economic risk will be mitigated through diversifying types of grants and preferential access for vulnerable groups, as well as wide communications and awareness-raising activities that

		households may not receive attention.	expectations are not met.	clearly communicate diverse grant eligibility criteria to stakeholders within Project sites, and the operation of the GRM should applicants raise concerns afterwards.
Mahalla \community members	Children and their parents will benefit from improved conditions and better service delivery at preschool entities and health centers. Mothers will receive improved access to prenatal care, young couples will receive family planning and parenting sessions. Parents will receive education sessions to improve parenting practices at home, in creating stimulating environment for their children as the first teachers. As a result, physical and mental development of children will improve.		Low interest in preschool education of children among parents in rural areas, in particular in low-income families. Children safeguards: child rights maybe violated (domestic violence) at the HH level	Public awareness campaign under the SBCC strategy with focus on the importance of early child development and child rights will be implemented at the mahalla level as well

6. Social Management Framework (SMF)

In this section, we discuss the positive and negative impacts likely to occur as a result of the project. In respect of the negative impacts, related issues/ challenges are identified and correspondingly, mitigatory measures drawn. Subsequently, in the next chapter, institutional and implementation arrangements to address the adverse impacts and maximize the positive benefits.

6.1. Potential Social Risks and Impacts

6.1.1 Positive Impacts

The project will engage a multi-sectoral approach to achieving enhancements in children's physical, cognitive, and non-cognitive development. The project consists of two-pronged approaches, improving the existing services and platforms where available, while expanding access and improve quality of ECD services, and simultaneously strengthening the institutional capacity and systems necessary to institutionalize the service delivery platforms. Over time, these newly developed platforms will stimulate demand and behavior change among families and communities. The multi-sectoral program approach allows for adaptive learning of different service delivery approaches and their applicability to the country context.

Under Component 1 the project supports *national level policy development and intervention* of the policies in the selected districts. In Tajikistan, the annual number of live births is expected to be about 250,000. Hence the national policy development will benefit 250,000 newborns each year for a six-year project, meaning six cohorts of newborns will benefit from the new policies and will continue to benefit from them over the period of early childhood, and beyond.

Component 2 interventions in the selected districts will support children of age 0-3 through the *CGDM program* and 3-6 through the preschool program. The CGDM program will benefit an average of 200 children per PHC per year. Total number of beneficiaries from CGDM program in 14 supported districts will be a cumulative number of 250,000 children. The preschool programs have different interventions for different ages: age 3-5 benefits mainly from Playgroups and KGs, and age 6 mainly benefit from ELCs and KGs. Approximately 27,000 children 3-6 years are expected to benefit from the preschool expansion program. The project supports three models to *expand the enrollment capacity of preschool programs*: (i) establishment of new KGs for children ages 3-6, (ii) introducing community-based play groups (PGs) for children ages 3-5, and (iii) expanding the recently emerged ELC model for children ages 6+ years old, to ensure a full year of school preparation prior to starting primary education.

The project will also have a focus on *increasing access to preschool services for girls*, which currently stands at around 45 percent of all preschool enrolments. This will be achieved through messaging around the importance of education girls in SBCC campaign materials, particularly those directed at families.

Further, about 150,000 mothers will receive *improved access to antenatal care*, and 100,000 young couples will receive *family planning and parenting sessions*. Parents will receive education sessions to improve parenting practices at home, in creating stimulating environment for their children as the first teachers.

Newly recruited and existing preschool teachers will receive training applied to young children on the principle "*learning through playing*" which is key qualification of *preschool teachers*. They will receive *continuous professional support* from coaches who will also benefit from the project through training to become professional coaches. The project will also increase support to enable primary health care workers to take part in early child stimulation in the PHC facilities and during the household visits. Increase in number of capable health workers will contribute to the *improved capacity of MoHSP field personnel* to undertake project activities on the ground.

Officials at provincial and districts and village levels will benefit from the project training in *planning, budgeting and exercising their autonomy and accountability in implementing an approved ECD plan at district and provincial level*. Capacity in monitoring and providing support will be strengthened through training and learning-by-doing and working together with TAs supported by the project.

And finally, the project will enable the MoF, MoHSP and MoES to *have better familiarity with World Bank system* for the supported countries. This will help in accessing knowledge and exposure to best international practices.

6.1.2 Adverse Social Impacts, issues and Risks

The project's interventions are unlikely to result in any adverse impacts. Most activities are akin to 'software' as the project finances chiefly analytical and advisory services, preparation of regional/ district development plans, educational equipment, children toys and books, and capacity building. Yet, the project does finance small scale infrastructure works for the construction and rehabilitation of pre-schools and health centers. These interventions are expected to take place on the property of existing facilities; therefore, social and environmental issues (and impacts thereof) are not expected to be significant. The physical works envisaged under Component 2 are of small to medium scale and the associated environmental impacts are expected to be temporary, predictable, and easily mitigable. It may also be noted; the project is likely to make use of the buildings already constructed or being constructed by other agencies. In such a case, some due diligence will be essential.

The project specific risks are to be viewed in the light of contextual issues as well. In general, the project areas are intrinsically diverse regions and are exposed to common conflict and fragility risks which will have a bearing on the project outcomes. The project areas are thus characterized by: (i) geographical- inter regional and district risks; (ii) economic risks – high rate of unemployment in particular among youth and significant dependency of household income on remittances which is vulnerable to external economic conditions and fluctuations; (iii) social exclusion – certain sections could get excluded either due to inherent structural deficiencies and/ or due to elite capture; and (iv) institutional risks – inadequate capacity of the implementing agency in ESS application. Social Exclusion and Institutional risks emerge specific to the 'project'.

As a result, the following issues assume significance in the context of the project:

Access restrictions. There will be some construction induced social impacts during the implementation phase. The construction activities under some local infrastructure subprojects may cause access restrictions to homes, land plots or other private or public property. Construction and /or rehabilitation of public buildings such as schools might also trigger some inconvenience to the public. Even though most of such local level constructions under the project will be done through community centered organizations and agencies, adequate care and measures will be taken to avoid any violation of use of labor, accidents, or disputes with local communities due to use of outside labor force for constructions. The site specific ESMPs prepared under the project will include, as necessary, a mitigation measures to reduce potential adverse impacts and risks and the public constructions will be carried out each of the construction site before the civil works begin.

Land acquisitions. The project by design will avoid activities that may involve physical/ economic displacement and/ or loss of structures. Being small scale activities and that they are community driven, flexibility in terms of design and location shall be available and hence no resettlement is envisaged. However, there could be some isolated instances wherein lands need to be acquired involuntarily. Towards addressing such a situation, the MoF PIG has prepared a Resettlement Policy Framework, will seek approval from the Bank and disclose the same. RPF describes the next steps on preparing and implementing resettlement action plans (RAP). The framework clarifies resettlement principles, organizational arrangements, and design criteria to be applied to subprojects or project components to be prepared during project implementation. Once the subproject or individual project components are defined and the necessary information becomes available, such a framework will be expanded into a specific resettlement action. Project activities that will cause physical and/or economic displacement will not commence until site specific Resettlement Action Plans (RAP) or abbreviated RAPs (ARAPs) have been finalized and approved by the Bank.

Voluntary Land Donations. Social risks could include issues related to voluntary land donations (such as depriving individuals of land and other assets in the guise of voluntary donations and in the name of the "common good"; women users of the land, settlers or migrant users being passed over in decision-making on land donations; and cross-generational conflicts on land ownership issues). To minimize such risks, any subproject that acquires land on the basis of voluntary donations will be required to first meet a set of strict criteria before the land donation is accepted (*Annex 10 of ESMF*).

Neighboring Community Benefit-Sharing Expectations. The project will cover 14 districts; however, the project will not be able to make investments in all jamoats, villages and mahallas within each district. High expectations of benefit-sharing from local neighboring communities and/or villages residing within the same district could be another social risk. Such expectations could lead to social tensions and resentment when benefit sharing does not materialize. This risk will be mitigated through communications and awareness-raising activities that clearly communicate project eligibility criteria to stakeholders within Project districts, and the operation of a project grievance redress mechanism (GRM) should residents raise concerns after awareness-raising activities take place. In addition, ECD plan development at the district level will include a wide range of stakeholder representatives to air the community priorities, it will be a consultative, participatory process that allows community representatives to express preferences and influence decision-making.

Social exclusion. Certain individuals or groups will have no or limited access to ECD basic package services that will be improved in the target districts. For example, parents of children 3-6 ages might have limited access to ECD activities due to distant location of the KGs and ELC centers to be refurbished and/ established in the district centers. In this regard, the project design includes the establishment of play groups and other preschool spaces in remote rural areas. Others might be excluded due to elite capture and/or lack of sufficient funding to cover the parental fees for enrolment of their children in preschool educational establishments. Large families are common in the rural areas, where the parents have many children eligible for enrolment into KGs. This risk will be mitigated by securing the state funding for preschool staffing expansion. Salary costs for KGs and public ELCs teachers will be covered by the MoES, as a result the parent fees will be reduced and/or minimized; this measure will expand access of the low-income households to preschool educational services in the target districts. The eligibility criteria for the targeted social assistance provided by the MoLME includes—among others—the total number of family members, the numbers of disabled persons and of CwD, and the number of children under age 15. The annual cash benefit of TJS 400 may seem small, but it may cover 67 percent of the lowest monthly KG fees over one year. An effective SBCC will be implemented among the vulnerable households to explain the ECD benefits to change their priorities and their attitude towards ECD. To go beyond that the ECEC holistic approach development actions and interventions on the national policies and local regulations to be implemented under Component 1 will develop the efficient financial mechanisms to expand access of vulnerable households to ECD services.

Synergies with other projects/ programs. Enhancing access necessarily warrants increased number of physical facilities. Given the tall order ECD requirements, the Bank financed project interventions will not suffice. In fact, the Bank project's infrastructure financing is highly limited. So, it will be imperative for the project to develop synergies and make use of the facilities established by others or to be established. Essentially, the project may seek one or two rooms in a building, either already constructed or being constructed, by other agencies—government and DFIs. While this provides a great opportunity, project necessarily needs to undertake an environment and social due diligence, to ensure that facilities are appropriate and meet the required standards. Else, reputational issues loom large. Towards addressing this, project will develop a template and conduct due diligence in respect of each and every building of 'others' before getting associated. All such diligence reports will be shared with and approved by the Bank.

Inadequate capacity in ESS application at the national and local levels (participatory planning, project management and oversight). Given that the Implementing agency and line ministries have inadequate capacity in ESS application, as well as the local government actors and local civil works providers have no experience in ESS implementation, training workshops will be provided on the project-related safeguards procedures (mitigating environmental risks, environmental and social screening and Environmental and Social Management

Plans).

Unacceptable increase in PHC worker and ECD teacher workloads. The CGDM program will promote new content on parenting awareness and skills, with a focus on ECD and early child stimulation; screening and pathways for referrals to secondary care; and promotion of family planning and ECD attitude. The project will support an update of the ambulatory card for pregnant women to be used in PHC services. Promoting greater use of ECD BP services may put pressure on current staff, and facility capacity at PHC and EDC facilities in target districts. To mitigate this risk, a training program will be provided, at the regional level, by Regional Family Medicine Centers and Regional Teachers In-service Retraining Institute, to support nation-wide roll-out to promote a multi-pronged strategy for a cultural shift in the monitoring of child development. In addition, this component will support the distribution of printed material, basic equipment and training aids to implement the CGDM program nationwide.

Limited access of targeted children to ECD benefits. Due to the overloaded homework and/or unconsciousness of mothers/primary caregivers about the new ECD services, low percentage of children will be covered by the ECD services to be expanded in the target districts. To avoid this risk a culturally and contextually appropriate Social Behavior Change Campaign will be developed and implemented in the target districts to enhance family and community support for early childhood stimulation and development, improve parental practices, and empower health workers and educators to support parents and provide quality ECD services at the local level. At the same time increased demand for ECD services in target sites in years 3-6 may cause overcrowded classrooms, and some children will not be able to enroll. The MoES local departments will ensure adequate ECD options are planned for the next years to meet anticipated increased demand.

Labor risks including labor influx and associated GBV, and child labor are considered low given the small size of subproject investments and the MoF PIG's adherence to the national labor code which also prohibits child and forced labor (article 8, Labor Code). Workers will be hired by the PIG at the MoF, either directly as PIG staff or indirectly as part of contracts with NGOs or service providers. The experience with the WB-funded Global Partnership for Education-4 Project shows that the civil works subcontractors do practice employment contracting and official payrolls to their workers, as they are obliged to follow all legal and regulatory labour and accounting procedures under the GOT executed Loans/Grants. There is a risk that the current practice (as told by some employees) of unaccounted working hours and lack of compensation for overtime will continue. According to the leadership, the Fund heavily relies on the donor-funded projects and has approved budgets per project, and cannot exceed the budget ceilings.

Labor risks associated with Community Workers (as per ESS2 definition) are considered low. The existing practices available at the community level in Tajikistan show that sub-projects could be implemented with in-kind contribution from the local communities (hashars). Digging trenches and some small scale unqualified jobs are usually contributed by the community members. However, considering the vulnerability of the target districts and low-income status of the communities in target areas and specifics of the civil works under the sub-projects, no in-kind contributions of labor (i.e. community workers) and no matching funds will be used during sub-project implementation.

Labor risks associated with contracted workers at subproject level. Subprojects will be implemented by local contractors and the majority of contracted workers will be hired locally. All contractors will be required to have a written contract with their workers materially consistent with objective of ESS2, in particular with regard to child and forced labor.

Occupational Health and Safety (OHS) risks are low to moderate and will depend on the type of subproject works to be implemented. The risks are considered low to moderate because the local contract workers are likely to be unskilled. All contractors will be required to develop and implement written labor management procedures, including procedures to establish and maintain a safe working environment as per requirements of ESS2.

Capacity building activities under Component 3 will include guidance on identifying such impacts and preparing

ESIAs and ESMPs. Additionally, the selection, design, contracting and monitoring and evaluation of sub-projects will be consistent with the guidelines set out in the annexes.

Grievance Redressal Mechanism. Given the multi-sectoral nature of the interventions and that a number of agencies and sub-agencies of the government will be involved in performing various functions, social assessment recognizes the need for a project specific platform for the stakeholders to air their grievances. Hence, the project has developed an appropriate GRM for this purpose (described in the next section).

To address identified impacts, the implementing agency and its branches, the subprojects beneficiaries and contractors have to undertake a series of mitigation measures, which are presented below and which should be clearly defined in the site specific ESMP to be prepared. Detailed summary of potential environmental and social impacts and mitigation measures is presented in the Annex 1 of ESMF.

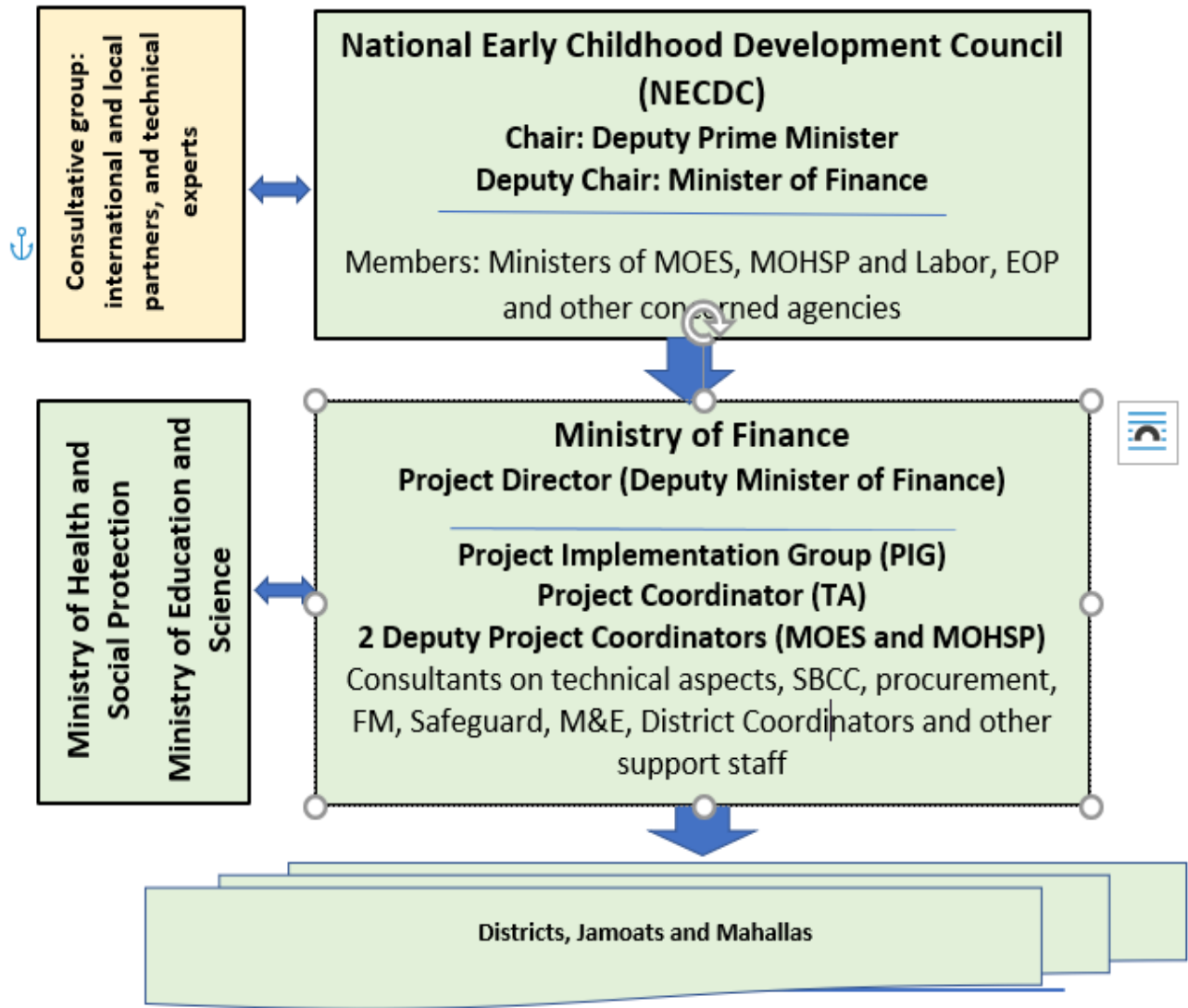
Information, Education and Communication (IEC) Campaign. Towards ensuring fuller awareness and shared understanding about the project among all the stakeholders, an effective and inclusive IEC campaign is essential. The same is ingrained into the SEP and will be fine-tuned during the implementation.

7. Implementation Arrangements for Social Management Framework

7.1 Project Implementation Arrangements

The ESMF, RPF and SEP implementation will rely heavily on the implementation arrangements of the ECDP Project (see below Figure 7).

Figure 7. Proposed Implementation Arrangements under the ECDP



The project will be implemented in 14 targeted districts. In each district supported by the project, the district bodies of executive power will establish a project *District Coordination Committee* (DCC) to coordinate, facilitate and monitor implementation of the project activities in the district. The DCC will be headed by a Deputy Chair of the local body of executive power and comprise key departments related to ECD: finance, health and social protection, education, communications, water, land, sanitation and hygiene (WASH), construction. The DCC will be supported by a *locally based District Project Coordinator* hired by the PIG.

MOF PIG will mobilize the following resources for SEP implementation: (i) the project website (with feedback tool installed) to be administered by the MOF PIG; (ii) an electronic grievance database; (iii) SBCC implementation costs, including media coverage expenditures; (iv) project outreach materials and documents (GRM pamphlets, leaflets, ads, manuals, brochures, posters, etc.) that will be used, based on the needs of the SEP.

7.2 ESMF Process Flow at the Project Level

With regards to ESMF implementation, PIG will hire District Project Coordinators (DPCs) in each target district and will support them with information and capacity building (including the environmental criteria to be used, procedures to conduct the ESIA etc.) in: (i) environmental and social screening and evaluation of subproject eligibility from the safeguards point of view; (ii) communication and coordination with ESA competent authorities (Committee on Environmental Protection); (iii) ensuring proper implementation of the ESMP and ESMP Checklist requirements as well as social due diligence tasks during the subprojects' realization; (v) addressing complaints and feedback from project stakeholders and the public, including grievances regarding environmental/social impacts of subprojects; (iv) supervising (independently or jointly with the State Ecological Inspectorate) environmental protection and mitigation measures stipulated in the ESMPs; (v) monitoring of environmental impacts as part of overall monitoring of the subproject implementation; and (vi) reporting on environmental and social impacts originated during implementation of sub-projects and analyzing the efficiency of mitigation measures applied to minimize negative consequences. Together with subproject implementers, DPCs are responsible for the implementation of above safeguards activities.

To implement the ESMF the project team will follow the below described procedures for sub-projects mostly under Component 2. Improving access to a Basic Package of ECD services in targeted districts.

Table 15. ESMR Implementation Procedures

Implementation Procedures for Sub Projects				
	Activity	Primary	Secondary	Associates
1.	Drafting District ECD Plan	District Coordination Committee (DCC)	District Project Coordinator (DPC)	Contracted NGO
2.	Public Consultations on Draft ECD Plan	Contracted NGO	DPC	DCC
3.	Finalizing ECD Plan	Ministerial ECD Project Groups (MoES, MoHSP)	MoF PIG	
4.	Clearance and approval of the ECD Plans of the target districts	Regional Coordination Committee (RCC)	Project Steering Committee (PSC)	WB
5.	ECD Plans implementation	DCC	DPC	

6.	Monitoring and supervision of the ECD PLANS implementation	NGOs	RCC	MoF PIG
7.	Assessment of ECD services supply and demand for different models of preschool services in particular communities	NGOs	DPC	DCC
8.	Facilitate mentoring support to ECD institutions	NGOs	Ministerial ECD Project Groups (MoES/ MoHSP)	DCC
9.	Screening of ECD Plans sites for environmental and social risks	MoF PIG	DCC	NGO or E&S local Consultants
10.	The ECD Plans E&S screening reports review and approval	WB		
11.	Outreach and awareness raising at the village, jamoat, and district levels on ECD project planned activities	NGO	DPC	MoF PIG
12.	Establishing GRM at the district and project levels	MoF PIG	DPC	DCC
13.	Drafting, public consultations, and finalizing of ESS instruments (site specific ESIA, ESMPs, RAPs (if needed))	MoF PIG	NGO or E&S local consultants	DCC/DPC
14.	Public disclosure of ESS instruments (site specific ESIA, ESMPs, RAPs (if needed))	MoF PIG	WB	
15.	Review and approval of site specific ESS instruments	WB		
16.	Implementation of ESS instruments (site specific ESIA, ESMPs, RAPs (if needed))	DPC	DCC	
17.	Monitoring and supervision of ESS instruments Implementation (site specific ESIA, ESMPs, RAPs (if needed))	MoF PIG	WB	Mahalla Councils
18.	Gender Action Plan (GAP) development	MoF PIG	NGO	
19.	GAP review and approval	WB		
20.	GAP Implementation	MoF PIG	DPC	DCC
21.	GAP Implementation Monitoring and Supervision	MoF PIG	RCC	
22.	SBCC Strategy Development	MoF PIG	NGO	
23.	SBCC campaigns implementation	MoF PIG	NGO	DPCs
24.	Implementation of site specific ESMPs	Contractors	MoF PIG	
25.	Monitoring of ESMP implementation	DPCs	MoF PIG	WB

26.	Implementation of LMP	MoF PIG	Contractors	Primary Suppliers
27.	Monitoring of LMP implementation	MoF PIG	WB	
28.	Implementation of SEP	MoF PIG	DPC	NGO
29.	Monitoring of SEP implementation	MoF PIG	WB	Mahalla Councils
30.	Monitoring of E&S Commitment Plan Implementation	MoF PIG	Project Steering Committee	WB

7.2.1 ESMF Process Flow at the Subproject Level

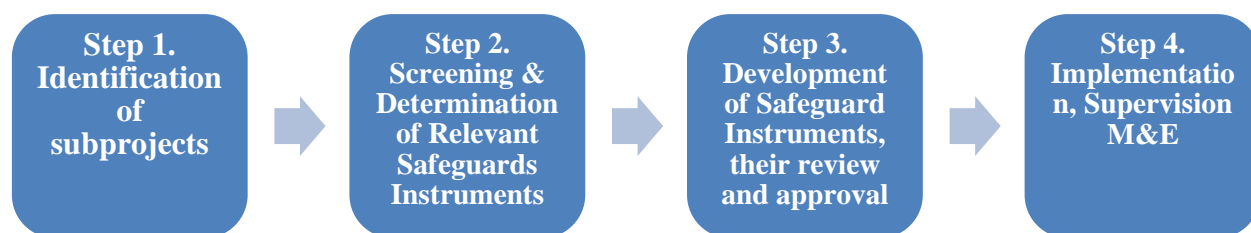


Figure 8. The ESMF Process Cycle at the Subproject Level

7.2.1.1 Identification of Sub-projects

Component 2 will also support rehabilitation, training and equipment for the Republican Medical Genetics Center and the National Disability Center, and their regional branches: as the revised child growth and development monitoring tools will prompt an earlier identification of more at-risk children in need of specialized services, equipment and supplies will be provided to establish 4 regional branches of the National Disability Center. The focus will be on upgrading existing services, with equipment and supplies, in Khatlon, DRS and Sughd. The sites have been identified by the MoHSP, with a view to these facilities serving as regional hubs. If needed, small works for rehabilitation of these units would be also supported.

The project supports three models to expand the enrollment capacity of preschool programs: (i) establishment of new KGs for children ages 3-6, (ii) introducing community-based PGs for children ages 3-5, and (iii) expanding the recently emerged ELC model for children ages 6+ years old, to ensure a full year of school preparation prior to starting primary education. Establishing a new KG would cost an estimated US\$ 1.0 million for a capacity of 400 children per KG, and the KG curricula require whole-day operations. Therefore, the average cost of a newly created student seat at KG is about US\$ 2,500. ELCs on the other hand are a recent cost efficient model as they use spaces in primary schools already existing in most communities by renovating the space. Average cost per additional student seat created at ELCs is estimated roughly at US\$ 1,000. PGs are a new concept in Tajikistan compared to these two existing models.

Under Component 2 the project will support civil works to create additional preschool spaces according to the priorities set in the Basic Package, and the optimal mix of alternative modes of provision defined in the ECD Plan/District implementation plan. KG spaces and ELCs that exist could be retrofitted, and rehabilitated, and in some cases built anew. Community venues will also likely need to be retrofitted to serve as preschool spaces (ELCs or playgroups). All venues will be appropriately provided with furniture, equipment and TLMs, as identified under Component 1. Preschool infrastructure improvement will be aligned with the new design specifications, which will be reviewed and improved under component 1, to ensure efficient utilization of public

investments that benefit more children, especially those from more disadvantaged groups. TLMs and required resources for learning through playing activities will be provided to all beneficiaries as defined in the BP to ensure quality of teaching and learning process.

In localities where existing infrastructure or budget allocated for the community BP is not sufficient to cater to all children from 3-6 year old participating in the preschool program, priority of seats should be given to children 6+YO to enable them to attend at least a full year of school preparation. Children younger than 6 YO will be provided a separate learning environment supported such as PGs or home-based care.

The proposed intervention is to invest in a balanced expansion of PGs, ELCs, and rehabilitation and new constructions of KGs using the following mix: 1,500 PGs, 500 ELCs, and 2-4 KGs are newly established, and 60 existing KGs are rehabilitated/upgraded with a capacity expansion.

7.2.2.2 Screening of Subprojects for Environmental and Social Risks and Impacts

List of Non-Eligible Activities for ECDP Subprojects

The initial screening for the eligibility of the subproject will be based on the list of excluded activities that will be not be permitted by the WB. Therefore, subproject proposals that include these activities will not be considered for financing.

Non-eligible activities for Component 2 subprojects are listed in Table below.

Table 16. List of Non-Eligible Activities for ECDP Subprojects

Require physical relocation or displacement
Will cause negative impact on income/livelihood resources
Involve any kind of forceful evictions of people
Negatively impact assets of individual(s) or household(s)
Do not meet the required technical and quality specifications
Have negative environmental or social impacts that are irreversible, create cumulative impacts and/or cannot be adequately mitigated;
Exclude the poor/marginalized population or otherwise vulnerable groups;
Do not provide equal pay for equal work for women and men;
Are financed, or scheduled to be financed, by the government or other development partners;
Include the payment of compensation for land or asset loss from the proceeds of the World Bank financing or other government sources;
Finance the construction of any new dams or the rehabilitation of existing dams including structural and or operational changes;
Finance private goods, government offices or religious buildings;
Involve activities that use forced /child labor
Involve activities that cause or lead to child abuse, child labor exploitation or human trafficking; No child under the age of 15 should work on the construction, rehabilitation or maintenance of a sub-project.

Entail the purchase or use of drugs, military equipment or other potentially dangerous materials and equipment, including chain saws, pesticides; insecticides; herbicides; asbestos (including asbestos-containing materials); or other investments detrimental livelihoods including cultural resources;
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Involve development of new settlements or expansion of existing settlements in critical habitats, protected areas or areas proposed for certain levels of national protection (e.g., reserved forests).

Subproject Screening Procedures

Once it is confirmed that the subproject is not part of the list of prohibited activities, MOF PIG supported by the district project coordinators, working with communities will carry out a rapid assessment of the likely environmental impact and the potential for involuntary resettlement, that will be based on the requirements of national legislation and WB ESSs, completing the screening form presented in the Annex 3. Subproject activities will be also checked against WB criteria for High Risk Projects. The Screening Checklist on Social Issues should be also filled out for this purpose, see Annex 4.

This will make it possible to identify the type and scale of potential environment impacts and determine to which risk category the subproject should be attributed. Generally, the significance of impacts and risks, contribute to resulting ESA categorization will depend on the *type* and *scale* of the subproject, its *location*, *sensitivity* of environmental issues, and the *nature* and *magnitude* of potential risks and impacts.

Type and scale of projects. Subprojects that are considered to have “significant” risks and impacts and would be classified as “High Risk Subprojects” would entail the following impacts (a) significantly impact on human populations, including settlements and local communities (b) alteration of environmentally important areas, including wetlands, native forests, grasslands, and other “critical” natural habitats and ecosystem services; (c) direct pollutant discharges that are large enough to cause degradation of air, water or soil, endangered species and “critical” habitats; (d) large scale physical disturbances of the site and/or surroundings; (e) extraction, consumption or conversion of substantial amounts of forest and other important natural habitats, including above and below ground and water-based ecosystems; (f) measurable modification of hydrologic cycle; (g) hazardous materials in more than incidental quantities; and (h) involuntary displacement of people and other significant social disturbances. For the ECDP, **High Risk Subprojects with such impacts will be rejected for subproject support.**

Location. There are a number of locations which should be considered while deciding to qualify the project as category “**High Risk**”: (a) in or near sensitive and valuable ecosystems and “critical” habitats — juniper forests, wetlands, wild lands, vulnerable soils, and particular habitats of endangered rare and endemic species; (b) in or near areas with archaeological and/or historical sites or existing cultural and social institutions; (c) in densely populated areas, where resettlement may be required or potential pollution impact and other disturbances may significantly affect communities; (d) in regions subject to heavy development activities or where there are conflicts regarding the allocation of natural resources; along watercourses, in aquifer recharge areas or in reservoir catchments used for potable water supply; and on lands or waters containing valuable resources (such as fisheries, minerals, medicinal plants, prime agricultural soils). Subprojects located in the proximity of such areas will be classified as High Risk projects and will not be considered for support by the ECDP.

Sensitivity. Sensitive issues may include (but are not limited to): conversion of wetlands, potential adverse effects on endangered species and habitats as well as protected areas or sites, involuntary resettlement, impacts on international waterways and other transboundary issues, and toxic waste disposal.

Magnitude. There are a number of ways in which magnitude can be measured, such as the absolute amount of a resource or ecosystem affected, the amount affected relative to the existing stock of the resource or ecosystem, the intensity of the impact and its timing and duration. In addition, the probability of occurrence for a specific impact and the cumulative impact of the proposed action and other planned or ongoing actions may need to be

considered. Taking into account the scale of the proposed subprojects, it is expected that the magnitude of their environmental impacts will be low. Therefore, they will be classified as **Substantial Risk** Category projects that could be considered for ECDP support. Annex 8 provides guidance on the various types of activities that could be proposed for ECDP subprojects, as well as the different environmental categories and suggested EA instruments for each of them.

Results of the screening will be reflected in the screening form presented in the Annex 5 and would include the following:

- (a) High Risk projects and those included in National categories I and II will be excluded from financing;
- (b) Substantial Risk subprojects – will need either a simple ESIA and/or a simple ESMP, see below.
- (c) No further EA actions would be required for Moderate Risk and Low Risk subprojects.

7.2.3 Development of Safeguard Instruments

For Substantial Risk subprojects a site specific Environmental and Social Impact Assessment (ESIA) (see ESIA Report Outline presented in the Annex 6) will be required to identify, to evaluate and to prevent potential environmental and social risks and impacts. The mitigation measures for the identified impacts and risks will be incorporated into the project design of the ESMP (see Annex 7 with the format of the ESMP) or ESMP checklist (see Annex 8 with the ESMP Checklist for small scale construction and rehabilitation activities). The ESIA and ESMPs for Substantial risk subprojects will be prepared by the TA to be recruited by the MOF PIG, while for medium and low risk projects the DPC will do supported by DCC members.

The purpose of the ESMP is to predict potential effects and improve the environmental and social aspects of subprojects by minimizing, mitigating or compensating for negative effects. Simple Environmental and Social Management Plan Checklists will be used for Substantial Risk subprojects that are likely to have minor environmental impacts, and that are typical for small scale construction and rehabilitation investments. They will be completed by the DPCs supported by the DCC members.

To address potential environmental and social impacts in the case of rehabilitation of social infrastructure facilities it is proposed to use an ESMP Checklist, which was designed for a project in Tajikistan and which is fully applicable for the similar works in Tajikistan (see Annex 7). The ESMP Checklist has three sections: (a) *Part 1* constitutes a descriptive part (“site passport”) that describes the project specifics in terms of physical location, the project description and list of permitting or notification procedures with reference to relevant regulations. Attachments for additional information can be supplemented if needed; (b) *Part 2* includes the environmental and social screening in a simple Yes/No EMS format as well as specifies mitigation measures; and (c) *Part 3* is a monitoring plan for activities carried out during the rehabilitation activities.

For Substantial Risk subprojects it is necessary to disclose the EA document and conduct public consultations with the project affected people and interested parties. For all projects that would require an ESIA and ESMP should be organized face to face consultations. For that purpose, it is necessary to disclose in advance the EA document (about two weeks) in on the MOF PIG website as well as providing hard copies to local public administrations and key interested parties (environmental authorities). During the consultations, the subproject applicants will register all comments and suggestions on improving the ESIA documents and will prepare relevant reports to be included in the final version of the EA documents. For subprojects related to the rehabilitation of electrical substations, as the proposed activities will be implemented on existing, well fenced areas, which usually are located outside of the settlements or which have clear designed sanitary zone of 100 meters, although there is no need for a special public hearing regarding the ESMP, the project beneficiary should provide information to all interested parties about the civil works and electrical stations renovation activities by installing a notice plate placed at the rehabilitation. Furthermore, other specific information related to the project activities and EA should be also publicly available on-line on the MOF PIG website. Based on that the public consultation can be done virtually receiving relevant questions/proposals on-line and taking them into consideration while finalizing the substations ESMPs. Similarly, in the case of ESMP Checklist for rehabilitation of existing facilities, the public consultation can be done virtually, as in the case of rehabilitating electrical stations.

As described above, only in some cases, as per national legislation and when it is necessary to conduct a site specific ESIA and prepare an ESMP, the DPCs has to submit all EA documents for approval to the oblast level State Ecological Expertise, which will issue a decision, to be used for approving and/or rejecting subproject proposals.

The final approval of infrastructure subprojects is provided by MOF PIG, once all EA documents have been prepared, accepted, and, if needed, preliminary approval is provided by the State Ecological Expertise. The MOF PIG and subproject beneficiaries will then sign an agreement which will include statements on compliance with all EA documents. Table 12 indicates the process flow for the safeguards instruments development:

Table 17. Safeguards Instruments Development for ECD Social Infrastructure Investments

Step 1	<ul style="list-style-type: none"> a) MOF PIG supported by the district project coordinators (DPCs) conduct screening of the subproject with regard to prohibited/excluded activities; b) If the subproject passes the screening for the list of prohibited/excluded activities, DPC assisted by District Project Committee members will complete <i>Section 1</i> of the Environmental Screening table; c) Based on the Environmental Checklist, the environmental category and the type of EA to be conducted is determined– either a partial site specific ESIA or an ESMP; d) The results of the screening, including potential negative impacts and possible measures to mitigate impacts, are presented to community representatives during subproject prioritization meetings held at the Jamoat or district level by DPCs.
Step 2	<ul style="list-style-type: none"> a) If the subproject requires a complete ESIA and ESMP it should be referred to MOF PIG for further action. b) For <i>Substantial and Moderate Risk subprojects</i>, MOF PIG supported by the DPCs notes potential environmental risks and indicates how they will be prevented/mitigated in the Environmental Screening Table
Step 3	<p>If the subproject is selected for funding, MOF PIG supported by the NGOs/Firms/TA Consultants will prepare the ESIA and ESMP or ESMP Checklist</p> <p>Notes: In the case of Substantial Risk small-scale construction and reconstruction activities the requirement is to apply the WB Environmental Management Checklist to address potential environmental impacts;</p>
Step 4	MOF PIG supported by DPCs will organize disclosure of the draft partial ESIA or ESMP Checklist and organizes a public consultation, involving NGOs, community representatives, affected groups, etc. Formal minutes will be prepared to record inputs provided by the participants.
Step 5	MoF PIG can proceed to implementation once the partial ESIA, ESMP or ESMP Checklist, is completed and updated based on community consultations.
Step 6	<ul style="list-style-type: none"> a. The DPCs will submit the full set of environmental documents for consideration and further decision on funding; b. Upon approval of sub-projects, MOF PIG or FPs will complete subproject appraisal and proceed with signing of the financing agreement with respective civil works contractor.
Step 7	The DCC and mahalla conducts periodical supervision, monitoring and reporting, as per agreed monitoring plan.

7.2.4 ESIA/ESMP Review Process

As explained above, a site specific evaluation will be conducted in accordance with the WB’s Environmental and Social Framework (ESF), and site-specific ESMPs will be prepared as a result of such evaluation. These will be the responsibility of MOF PIG supported by DPCs. The ESMP checklist must form an annex of bidding documents for construction works. Labor management procedures will also be a part of bidding documents for construction works. Implementation of ESMP on the ground will be the part of the construction contractor’s task,

however in case of any non-compliance; DPCs will inform the MOF PIG which is expected to take corrective action as the primary responsible party. Distribution of the responsibilities of all parties involved in the project is given in Table 13.

The preparation and implementation of ESMPs is expected to cost only a small fraction of design and construction cost, as most mitigation measures will be very generic, off-the-shelf, and implementable without specialized skills, experience or equipment. Moreover, it is assumed that the majority of cost is covered in the bid proposals. MOF PIG will submit site specific ESMPs to WB for prior review. When the WB is confident that MOF PIG has demonstrated that the process is accurate, WB will transfer this prior review to post review.

Table 18: Roles and Responsibilities

Responsible Party	Responsibilities
World Bank	<ul style="list-style-type: none"> • Review, approve and disclose ESMF, SEP and RAP on WB’s official website. • Review the site-specific ESMPs and RAPs and provide no objections to MOF PIG. • Review labor management procedures • Conduct implementation support and supervision missions in order to ensure that the Project is in compliance with WB Safeguards Policies.
MOF PIG	<ul style="list-style-type: none"> • Prepare and implement the ESMF and RPF and submit for Bank approval • Disclose the ESMF and RPF on MOF PIG website • Prepare ESMPs and RAPs according to ESMF and RPF • Submit ESMPs and RAPs to the WB for prior review. • Perform the quality control and review of ESMPs and RAPs. • Disclose ESMPs and RAPs on the official website of MOF PIG and incorporate ESMPs and RAPs into bidding documents. • • Perform inspections of the implementation of ESMP by the construction contractor, make recommendations and decide whether additional measures are needed or not. • Supervise implementation of RAPs and provide regular reporting on implementation to WB; • In case of non-compliance, ensure that the contractor eliminates the noncompliance and inform the WB about the noncompliance. Set up a multi-level GRM, monitor and address grievances related to the project under specified timelines; • Prepare labor management procedures and supervise their implementation; • Assign DPCs for the environmental and social monitoring and reporting; • Prepare, update and implement a Stakeholder Engagement Plan (SEP) that considers vulnerable groups in addition to paying attention to the gender aspect of the Project, • Summarize the environmental and social issues related to project implementation to WB in regular progress reports. • Be open to comments from affected groups and local environmental authorities regarding environmental aspects of project implementation. Meet with these groups during site visits, as necessary. • Coordinate and liaise with WB supervision missions regarding environmental and social safeguard aspects of project implementation. • Conduct regular monitoring activities for the implementation of site specific ESMPs and RAPs • Prepare/design training and tools for MOF PIG’s staff and community representatives
Contractor	<ul style="list-style-type: none"> • Manage the grievance mechanism at the site level, communicate grievances to DPC regularly through ESMP monitoring reports; • Implement ESMPs on site, if required can propose revising the ESMP together with MOF PIG/DPC; • Implement LMP;

	<ul style="list-style-type: none"> • Monitor site activities on a regular basis (daily, weekly monthly etc.); • • Compensate or fix all damages occurred during construction (i.e. damages to crops, infrastructure) as set out by the ESMP or RAP/RPF.
District Project Coordinators (to be recruited by MOF PIG)	<ul style="list-style-type: none"> • Hold consultation meetings, and prepare and distribute leaflets or other informative documents to inform communities, supported by a community mobilization NGO, about the construction schedule and potential impacts, if any, as well as rights and entitlements of PAPs; • Manage the grievance mechanism at the district level, communicate grievances to MOF PIG regularly through ESMP monitoring reports; • Provide guidance to the construction contractor and engineering supervision firm; • Monitor implementation of ESMPs on site, if required can revise the ESMP together with MOF PIG; • Monitor implementation of labor management procedures at the contractors; • Implement RAPs on sites and provide regular reporting on implementation to MoF PIG; • Ensure that ESMP is implemented correctly and in a timely manner by the contractor and prepare the ESMP progress reports for the review of MOF PIG; • Ensure timely and successful implementation of RAPs • Perform environmental and social monitoring as defined in ESMF and RPF and sub-project specific ESMPs and RAPs. • Collect information on environmental and social issues (including completed LC activities) for progress reports submitted to the WB and make sure that these are all compliant with the Bank’s requirements.

7.3 ESA and SEP Monitoring and Reporting

Component 4 will support Monitoring and Evaluation (M&E) activities to track, document, and communicate the progress and results of the project, including monitoring of the ESMF and SEP Implementaion. An M&E specialist within MOF PIG will be responsible for overall compilation of progress and results. This Component will finance MOF PIG to prepare project reporting—semi-annual reports and quarterly unaudited IFRs—that will be submitted to the World Bank. This Component will also finance an MIS, which MOF PIG will establish and utilize for project monitoring, automatic generation of project reports, project transparency (sub-project information will be publicized on maps), and citizen feedback. This component will also finance all M&E, citizen engagement and community feedback mechanisms being a part of this SEP.

The MOF PIG M&E Specialist supported by the District Project Coordinators will monitor the stakeholder engagement activities and voice and feedback activities with communities as measured through focus group discussions and beneficiary meetings, which will be discussed and verified along with financial records and project implementation records. Feedback and grievances received through the beneficiary feedback mechanism will also be included in the semiannual reporting. MOF PIG’s M&E Specialist will collate and analyze these outcome assessments and perception-based results, and include them in semiannual reports to be submitted to the WB.

7.3.1 Monitoring Plans

The environmental and social issues included within the mitigation measures are monitored and supervised by the district project coordinators appointed by the MOF PIG. Although the environmental and social impacts are expected to be low, the potential negative environmental and social impacts are planned to be prevented or mitigated during the construction and operation stages.

Environmental and social monitoring system starts from the preparation phase of the subproject through the operation phase in order to prevent negative impacts of the project and observe the effectiveness of mitigation measures. This system helps the WB and the Client to evaluate the success of mitigation as part of project supervision and allows taking an action when needed. The monitoring system provides technical assistance and supervision when needed, early detection of conditions related to mitigation measures, follows up on mitigation results, and provides information of the project progress.

Environmental and social monitoring to be implemented by the MOF PIG has to provide information about key environmental and social aspects of the subprojects, particularly the project environmental and social impacts and the effectiveness of taken mitigation measures. Such information enables to evaluate the success of mitigation as part of project supervision, and allows corrective action(s) to be implemented, when needed. In this regard the Monitoring Plan identifies monitoring objectives and specifies the type of monitoring, and their link to impacts and mitigation measures. Specifically, the monitoring section of the ESMP provides: (a) a specific description, and technical details, of monitoring measures, including the parameters to be measured, methods to be used, sampling locations, frequency of measurements; and, (b) monitoring and reporting procedures to: (i) ensure early detection of conditions that necessitate particular mitigation measures, and (ii) furnish information on the progress and results of mitigation. A Monitoring Plan Format is presented in the Part C of the ESMP Checklist enclosed in this document in Annex 7.

7.3.2 Monitoring and Reporting Responsibilities

Through its DPCs at the district level, the MOF PIG will monitor all sub-projects that it finances to ensure conformity to safeguard requirements during construction, operation and maintenance. They will ensure full compliance with the contract conditions and the ESMP. Final payment to the contractor should be contingent on the final inspection, with particular attention to the requirement to restore the site to its original condition upon completion of rehabilitation activities.

The environmental monitoring of the rehabilitation sites will include regular observations of soil and water and vegetation within and around the rehabilitation sites; the involvement of the environmental inspectors in monitoring and evaluation will help in developing systematic environmental monitoring on rehabilitated sites.

The PIG's safeguards consultants will visit to sub-project sites as and when necessary. Based on safeguard performance of different sub-projects, the DPCs will advise on the subsequent disbursements that should be done for the contractors awarded a contract to implement sub-projects under the ECDP. If it is found that there is an ESMF and/or Safeguards noncompliance, further disbursements will be stopped until safeguards compliance is ensured.

In addition, in the project areas the PIG will be responsible for the environmental and social monitoring activities identified above as part of the preventive actions and mitigation measures proposed to address potential adverse impacts. This monitoring will be incorporated into the overall project monitoring plan required by the World Bank as part of project performance.

As part of its environmental and social monitoring activities, the MOF PIG supported by the safeguards consultants/NGO will conduct random inspections of project sites to determine the effectiveness of measures taken and the impacts of sub project activities on the surrounding environment. The MOF PIG are also responsible for processing, addressing and monitoring complaints and other feedback, including that on environmental and social issues.

The MOF PIG will be responsible for ESMP reporting and will:

- Record and maintain the results of project supervision and monitoring throughout the life of the project. It will present summary progress reports on ESMF/ESMP implementation and the safeguards aspects of

subprojects on a semi-annual basis to the World Bank, and as part of this reporting, provide updates on any ECDP related as grievances/feedback that was received, that has been addressed and that may be pending.

- Prepare quarterly or biannual reports on the progress of implementation of measures proposed by the ESMP for selected sub-projects;
- Prepare semi-annual reports on the environmental impacts originated during implementation of sub-projects and analyze the efficiency of mitigation measures applied to minimize negative consequences;
- Prepare outlines and requirements for Contractors' reports on environmental protection and mitigation measures, and review Contractor's monitoring plan and reports;
- Present the impact of mitigation and environmental and social protection measures for general public via specific publications or/and by annual public seminars.

7.3.3 Community Monitoring

Component 2 would finance capacity building of mahallas and rayons to implement, supervise and monitor their integrated ECD plans for the delivery of the basic package. While this entails applying project management methods including the development of an operations manual, the unique feature is the monitoring of multi-sectoral indicators of basic package implementation and participation. Monitoring, supervising and as necessary updating basic package delivery plans whether at the district or local level requires data on the effectiveness and participation in specific services under the basic package. Mahallas and districts/rayons would therefore require familiarity of education and health data indicators to assess whether resource allocation needs to be updated as the basic package is implemented.

7.4 Institutional Capacity for ESMF Implementation

The following entities play an important role in ECDP implementation: (a) MOF PIG, (b) DCCs/DPCs, and (c) Mahalla Councils. Other relevant stakeholders include: Government's Committee for Environmental Protection (CEP), companies contracted by the MOF PIG and CSOs to provide goods, works, and services.

7.4.1 MoF PIG

The Ministry of Finance will establish the Project Implementation Unit with adequate delegation of power and fiduciary and safeguards functions, which coordinates the project activities in concert with the key line ministries, MoHSP and MoES. The two core ministries will play critical roles in coordinating implementation of the project interventions at all levels. However, a high-level coordinating body is expected to enable smooth intersectoral collaboration. The MoF, as the Government of Tajikistan's focal point for human capital development, is a key player that will bring together the two key line ministries plus other ministries and agencies to deliver the results of the program. The PIG director will be designated by the Government of Tajikistan, and deputy directors would be selected by the two key line ministries, MoHSP and MoES to jointly plan, implement and monitor the project. The deputy directors from the respective line ministries would liaise closely with the management and all relevant departments of the line ministries to ensure alignment of planning, budgeting, implementation and monitoring. They would also liaise with the line ministries to develop technical proposals and provide technical oversight to the project activities for institutionalization and sustainability of project supported activities. The PIG would further house the fiduciary and safeguards due diligence and M&E team (consultants). The PIG would also place a coordinator at each district/rayon to ensure smooth coordination and implementation and supervision of the project.

During project implementation, the MOF PIG supported by the DPCs will be responsible for:

- (a) environmental screening and evaluation of subproject eligibility from the environmental point of view;
- (b) communication and coordination with EA competent authorities (Committee on Environmental Protection);

- (c) ensuring proper implementation of the ESMP and ESMP Checklist requirements during the subprojects' realization;
- (d) addressing complaints and feedback from Project stakeholders and the public, including grievances regarding environmental/social impacts of subprojects;
- (e) supervision (independently or jointly with the State Ecological Inspectorate) of environmental protection and mitigation measures stipulated in the ESMPs;
- (f) monitoring of environmental impacts as part of overall monitoring of the subproject implementation; and
- (g) reporting on environmental impacts originated during implementation of sub-projects and analyze the efficiency of mitigation measures applied to minimize negative consequences.

This will be done by engineers/technical specialists employed by the MOF PIG. The MOF PIG will conduct regular supervision of safeguards screening, documentation, and mitigation measures for infrastructure project activities, and include the summaries of these supervision activities in its regular reports. It will be described in the Project Operational Manual.

For Component 2 investments, MOF PIG will oversee sub-project implementation, conduct community mobilization and local capacity building, and contract TAs for the implementation of ECD activities in target areas. MOF PIG will be responsible for M&E and communications. MOF PIG responsibilities will include overall compliance with the provisions of the operations manual, including social and environmental safeguards compliance, the procurement of goods/works/services, oversight and capacity building for management of subprojects, consultancy services for technical assistance and institutional support, communications and outreach, capacity development of all project stakeholders, monitoring and evaluation, and consolidated reporting. MOF PIG will carry out day to day project management in coordination with oblasts and districts.

7.4.2 DCCs/DPCs

In a district supported by the project (pilot district), the district Khukumat will establish a District Coordination Committee (DCC) to coordinate, facilitate and monitor the project activities in the district. The DCC will be headed by a Deputy Chair of Khukumat and comprise key departments related to the project implementation: finance, health, education, labour, land, public relations, water, and construction. The DCC will be supported by a District Project Coordinator (DPC) to be hired by the PMU. With support from a TA hired by the PIG the DCC will develop the ECD plans and ESMPs.

7.4.3 Mahalla Committees

At the community level, Mahalla committees (or other community-based organizations where relevant), will support ECD needs assessments, community awareness raising and mobilization, and lead the monitoring of ECD plans implementation. They will be also engaged in monitoring ESF instruments implementation.

7.4.4 Other Relevant Government Agencies

The GoT's *Committee for Environmental Protection* (CEP) is responsible for State Ecological Expertise for all investment projects, and has a comprehensive mandate that includes policy formulation and inspection duties. The CEP has divisions at oblast (region), city and rayon (district) level, in the form of Departments of Environmental Protection (DEPs), within the Khukumat (local administration) at each city or rayon. A small unit in the Committee is entrusted with guiding and managing the preparation of ESIA's and SEEs.

7.4.5 Other Relevant Stakeholders

Contracted companies will be responsible for the design and construction/rehabilitation/installation of physical works in accordance with Tajik environmental norms, regulations and requirements. They will also be responsible

for complete implementation of the provisions included in the ESMP Checklists. Contracted companies will also prepare their labor management procedures.

7.5 Training and Technical Assistance

As this is the first project with MOF PIG prepared under the Bank's new Environment and Social Framework (ESF), the client's capacity to deliver an ESF based project is limited; therefore, capacity building for the client including jamoats and contractors will be included in the ESMF as well in other environmental and social instruments to be prepared during preparation and implementation.

To improve institutional capacities with regard to ESMF implementation the WB Environmental and Social Specialists will provide special training for the MOF PIG and DPC staff focused on: (i) Procedural aspects of ESA (stages, key actors, main responsibilities etc.); (ii) Assessment of environmental and social impacts potentially related to the subproject supported within the project; (iii) Consulting and approval of the ESA and monitoring plans; and (iii) preparing ESMP Checklist; (iv) Conducting field supervision and preparing progress reports.

Technical Assistance and capacity building support will be also provided by CSOs. The MOF PIG will procure the technical assistance of CSOs, including engineers and/or specialists with experience in environmental impacts, safeguards, mitigating measures. These specialists will implement ESMF instruments, and build capacity on environmental and social management issues and possible mitigating measures.

Moreover, a training program will be organized through the MOF PIG to develop and expand professional skills and capacity in environmental and social management issues. This training will reinforce the capacity within the MOF PIG and district level CEPs by providing specialized instruction to conduct environmental assessments and manage and monitor safeguards issues. The program will also support outreach and consultations with local authorities and beneficiaries of sub-projects in the target areas to encourage local ownership and continued maintenance of newly established and rehabilitated community facilities.

7.6 ESMF Implementation Budget

At the project design stage, for Component 1 activities and substantial risk category subprojects, the MOF PIG will be responsible for funding to prepare Environmental and Social Impact Assessments, obtain necessary permits and other relevant activities depending on the nature of the project proposal, its complexity, scale, and so on. For Component 2 moderate and low-risk category subprojects, MOF PIG with the support of DPCs, will be responsible for funding to prepare partial ESIA's or ESMP checklists (Substantial Risk Category) and WB Environmental and Social Management Checklists (Moderate Risk Category), obtain necessary permits and other relevant activities depending on the nature of the project proposal, its complexity, scale, and so on. Funds for these activities are allocated under Component 4 of the Project.

During construction and operation, MOF PIG for Substantial and Moderate Risk Category subprojects, is also responsible for providing funding for installation and other activities to minimize any hazardous environmental impacts to be included in the subproject costs. The amount of required funding will depend on the technique/technologies used for implementing mitigation measures and their scale, number, variety and other factors.

In order to ensure successful ESMF implementation, funding is also required to finance capacity building activities. Since it is difficult to prepare budget estimates for capacity building at this stage, this information will be included in the procurement plan.

7.7 Roles and Responsibilities in SEP Implementation

An Outreach Team to be led by the MOF PIG M&E Specialist will take responsibility for and lead all aspects of the stakeholder engagement. The Outreach Team will consist of SBCC, M&E, and Social and Environmental Specialists), supported by district coordinators, who possesses sufficient communication and public relations skills to coordinate and implement various activities envisaged in the SEP. The Outreach Team will need to closely coordinate with other key stakeholders – other national and local government departments/agencies, MOF PIG/DCCs, the ESIA/ESMP/RAP consultants, sub-contractors, affected municipalities and PAPs. The roles and responsibilities of these actors/stakeholders are summarized in the Table below.

Table 1. Responsibilities of key actors/stakeholders in SEP Implementation

Actor/Stakeholder	Responsibilities
MOF PIG	<ul style="list-style-type: none"> • Plan and implement the SEP; • Lead stakeholder engagement activities; • Build capacity of implementing partners, DCCs on ESF standards and their implications; • Supervise/monitor ESMP/RAP and TA Consultants; • Manage and resolve grievances, assign GFP at the national level; • Manage national GRM database and submit quarterly reports on the substance and quantity of grievances; and • Monitor and report on environmental and social performance to the GOT and the World Bank.
District Coordination Committees	<ul style="list-style-type: none"> • Supervise development and planning, facilitate implementation of ECD plans; • Manage the grievance mechanism at the district; • Secure diverse issuance of permits, licenses and approvals for ECD activities implementations • Monitor site activities on a regular basis (monthly etc.); • Oversee and report on engagement activities during the construction phases.
District Project Coordinators (DPCs)	<ul style="list-style-type: none"> • Support with SEP implementation at the local level; • Logistical support with SBCC implementation at the district level; • Coordinate with province and local governments, support TA consultants with community mobilization and outreach; • Serve as Secretary and GRM Focal Points at the district level and communicate grievances to MOF PIG regularly through monitoring reports; • Manage district GRM database and submit quarterly reports to MoF PIG. • Submit regular reports and updates on project progress and activities.
Civil works sub-contractors	<ul style="list-style-type: none"> • Inform DPCs of any challenges/problems faced during their engagement with beneficiaries/PAPs; • Prepare, disclose and implement various plans (e.g. ESMP, Labor Management Plan, etc.); • Inform local communities of any environmental and social impacts e.g. noise, vibration, water quality monitoring; • Announce important construction activities (such as road closures and available alternatives).
Line Departments at the district level	<ul style="list-style-type: none"> • Monitor sub-projects compliance with Tajik legislation; • Participate in the implementation of some activities in the ESMP/RPF and SEP; • Participate in the implementation of the land acquisition process; • Make available and engage with the public on the scoping and ESIA Reports.

Jamoats and mahallas	<ul style="list-style-type: none"> • Assist with community engagement and outreach activities at the district and jamoat level; • Inform the community about the project activities and project specific GRM contacts; • Transfer all complaints to the DCPs; • Make available the disclosed ESIA/RAP documents.
Project affected people	<ul style="list-style-type: none"> • Invited to engage and ask questions about the Project at public meetings and through discussions with Outreach team where it is of interest or of relevance to them; • Lodge their grievances using the Grievance Redress Mechanism defined in the SEP; and • Help the Project to define mitigation measures.

7.8. Stakeholder Engagement Methods to be Used

7.8.1 Community mobilization and involvement

Community mobilization and involvement play important roles in ensuring relevance and ownership of interventions. The project draws on the community mobilization experience under several World Bank (WB) and other donor-supported projects²⁹ to identify effective approaches to community engagement. The project makes use of existing participatory planning and oversight processes at the community level to provide locally-identified infrastructure and strengthens the capacity of community/mahalla administrations and community-level institutions to engage with citizens and to deliver services efficiently, fairly, and in response to the needs of the community.

All activities and inputs for achieving the BP's expected outputs will be implemented at the local level. Therefore, the communities are expected to play a critical role in identifying their needs, setting priorities and contributing in developing the district ECD plan to achieve the basic package. Information for the plans will be obtained from communities/mahallas, who will need to be mobilized and informed about the BP and supported in determining their needs and to develop an optimal mix of solutions to help achieve the BP in their communities.

Communities will also select premises for CCDGs (if outside of a public facility) and finance the remuneration of CCDG facilitators. A small-scale operating grant will be provided semi-annually to the mahalla committees to manage and operate CCDGs.

7.8.2 Website postings

The MOF PIG's Outreach Team will upload ECDP activities progress and updates to the project website/page to be established for the ECD Project specifically. It will enable to disseminate project related information to a wide range of stakeholders. The project website will also include the feedback tool, which can be used by any website user to file a claim and/or submit a request or a question.

7.8.3 Social and Behavioral Change Communications (SBCC)

A comprehensive public awareness campaign and SBCC are essential for reaching the project development objectives. A focus on the importance of child development constitutes a significant shift in mindset at different levels of the system: government officials, health and education workers, communities, and families. To achieve this, the project will finance: (i) a stakeholder analysis; (ii) a comprehensive Communications Strategy with culturally appropriate messages and approaches to target audiences at various levels to enhance the understanding about the full definition of ECD, including nutrition, responsive care and early stimulation and alternative early learning interventions; and (iii) implementation of the Communications Strategy using a wide range of tools, such

²⁹ Socio-Economic Resilience Strengthening Project, Japan Social Development Fund Nutrition Grant Scale-Up Project, GPE-4 Project, AKDN projects

as television, newspapers, radio and social media campaigns. This activity will be led by the PIG with active involvement of the MoES and MoHSP, starting in the first year of implementation and running throughout the life of the project.

7.8.4 Grievance redress mechanism

In compliance with the World Bank's ESS10 requirement, a specific grievance mechanism will be set-up for the project. Dedicated communication materials (GRM pamphlets, posters) will be created to help local residents familiarize themselves with the grievance redress channels and procedures. The national GFP contact information (helpline phone number with the MoF PIG)) will be also included in the GRM pamphlet. In order to capture and track grievances received under the project, a GRM registration book will be created in each district. MoF PIG Outreach Team and District Project Coordinators will benefit from training on how to receive, respond to, address and close grievances in line with best international practices. The MOF PIG's website/page will include clear information on how feedback, questions, comments, concerns and grievances can be submitted by any stakeholder and will include the possibility to submit grievances electronically. It will also provide information on the way the GRM committee works, both in terms of process and deadlines.

7.8.5 Information Boards at Khukumats

Information boards in each district will provide local residents with information on stakeholder engagement activities, construction updates, contact details of the DCC/DPC. The DPC will set up information boards, either in their offices, near khukumats or other easily accessible places where PAPs and other stakeholders can access the project related information. Brochures and fliers on various project related social and environmental issues will be made available at these information boards.

7.8.6 Trainings, workshops

Finally, trainings on a variety of social and environmental issues will be provided to MOF PIG and contractor staff and possibly relevant government or non-government service providers. Issues covered will include resettlement issues, labor management procedures, community health and safety, and sensitization to gender-based violence risks.

7.9 Information disclosure

The current website (www.greenfinance.tj) is being used to disclose project documents, including those on environmental and social performance in both Tajik and English. MOF PIG will create a new webpage/or website on the Project. All future project related environmental and social monitoring reports, listed in the above sections will be disclosed on this website/page. Project updates (including news on construction activities and relevant environmental and social data) will also be posted on the homepage of MOF PIG's website. An easy-to-understand guide to the terminology used in the environmental and social reports or documents will also be provided on the website. All information brochures/fliers will be posted on the website. Contact details of the Outreach Team will also be made available on the website. MOF PIG will update and maintain the website regularly (at least on quarterly basis).

7.10 SEP Estimated Budget

At the project design stage, under Components 1-4, the MOF PIG will be responsible for planning and implementation of stakeholder engagement activities, as well as other relevant outreach and disclosure activities depending on the nature of the subprojects, their complexity, scale, and so on. Funds for these activities are allocated under Component 4 of the Project.

In order to ensure successful SEP implementation, a series of capacity building activities are necessary for which the project has to provide adequate funding. It is difficult to prepare budget for capacity building activities and trainings on this stage of SEP preparation. Estimated budget for proposed institutional arrangements, capacity building activities and trainings will be updated in the procurement plan after the project be commenced.

7.11 Grievance Redress Mechanism

There are two options for Project stakeholders and citizens to submit complaints regarding the ECDP, i.e. the Project Grievance Redress Mechanism (GRM) and the World Bank Grievance Redress Service (GRS). Separate grievance mechanism for project workers will be established under labor management procedures.

7.11.1 Objectives of the project-based GRM

The GRM in EDC Project is incorporated into a broader beneficiary feedback mechanism to be established by MOF PIG at the central and local levels of the institution. The project-based GRM is intended to serve as a mechanism to:

- Allow for the identification and impartial, timely and effective resolution of issues affecting the project;
- Strengthen accountability to beneficiaries, including project affected people, and provide channels for project stakeholders and citizens at all levels to provide feedback and raise concerns.

Having an effective GRM in place will also serve the objectives of: reducing conflicts and risks such as external interference, corruption, social exclusion or mismanagement; improving the quality of project activities and results; and serving as an important feedback and learning mechanism for project management regarding the strengths and weaknesses of project procedures and implementation processes.

7.11.2 GRM Overview and Structure

Who can communicate grievances and provide feedback? The GRM will be accessible to a broad range of Project stakeholders who are likely to be affected directly or indirectly by the project. These will include beneficiaries, community members, project implementers/contractors, civil society, media—all of who will be encouraged to refer their grievances and feedback to the GRM.

What types of grievance/feedback will this GRM address? The GRM can be used to submit complaints, feedback, queries, suggestions or compliments related to the overall management and implementation of the ECDP, as well as issues pertaining to infrastructure rehabilitation subprojects that are being financed and supported by the ECDP, including:

- Mismanagement, misuse of Project Funds or corrupt practices;
- Violation of Project policies, guidelines, or procedures, including those related to child labor, health and safety of community/contract workers and gender violence;
- Disputes relating to resource use restrictions that may arise between or among affected communities;
- Grievances that may arise from members of communities who are dissatisfied with the eligibility criteria, community planning measures, or actual implementation of ECD investments or socio-economic infrastructure; and
- Issues with land donations, asset acquisition or resettlement specifically for ECDP supported sub projects.

The GRM for the ECDP will be based on the Laws of the Republic of Tajikistan “On Citizens’ Appeals” and “On Civil Service” as well as the Regulation of the Government of the Republic of Tajikistan “On the Procedures of Records Management on the Appeals of Citizens”.

The GRM’s functions will be based on the principles of transparency, accessibility, inclusiveness, fairness and impartiality and responsiveness.

Standards. The ECDP GRM will establish clearly defined timelines for acknowledgment, update and final feedback to the complainant. To enhance accountability, these timelines will be disseminated widely to the project stakeholders. The timeframe for resolving the complaint shall not exceed 30 days from the time that it was originally received; if an issue is still pending by the end of 30 days the complainant will be provided with an update regarding the status of the grievance and the estimated time by which it will be resolved; and all grievances will be resolved within 45 days of receipt.

Structure. The structure of the Feedback system/GRM for the ECDP will be comprised of two levels; district level and national level.

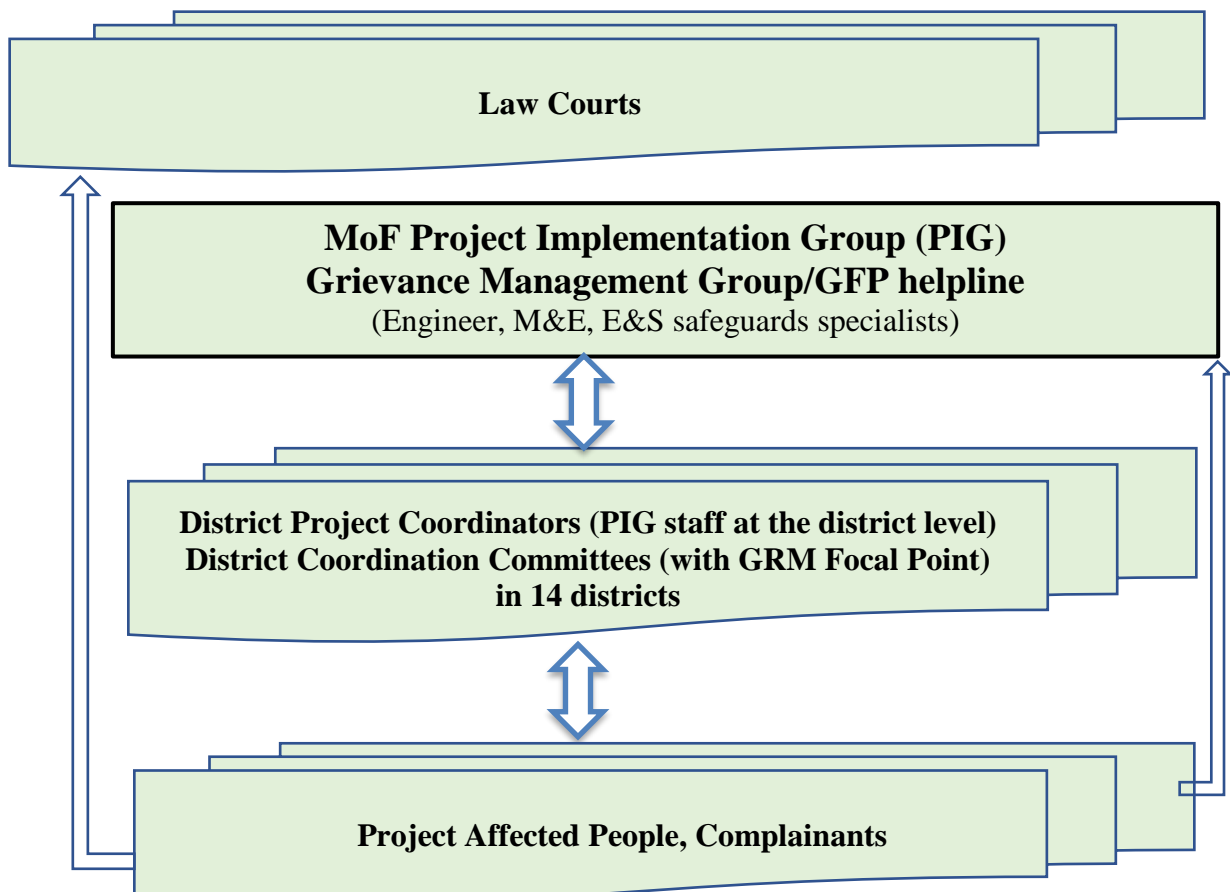
District Level. *District Coordination Committee* to be established in each district administration (khukumat) will also address and resolve complaints within 30 days of receiving complaints. The DCC will be headed by a Deputy Chair of Khukumat and comprise key departments related to ECD: finance, health, education, public relations, construction, land and water utility. The DCC will be supported by a locally based District Project Coordinator (DPC) hired by the PIG, who will be assigned to serve as the Grievance Focal Point (GFP) and will be responsible for maintaining feedback logs. If the issue cannot be resolved at the district level, then it will be escalated by the DPC to the central MOF PIG.

National Level. If there is a situation in which there is no response from the district level GFP, or if the response is not satisfactory then complainants and feedback providers have an option to contact the MOF PIG directly to follow up on the issue. The MOF PIG will establish a *Grievance Management Group* (comprising Engineer, M&E, E&S safeguards specialists) and will assign a GFP to be responsible for complaints and issues related to all districts and components. The national GFP contacts (helpline) will be included into the GRM pamphlets to be prepared at the beginning of the project and disseminated at the target districts.

The timeline for complaint resolution at the central MOF PIG level will be 30 days upon receipt of the complaint. The MOF PIG Director will make a final decision after a thorough review of the investigation and verification findings. The complainant will be informed of the outcome immediately and at the latest within 5 days of the decision.

Appeal Mechanism. If the complaint is still not resolved to the satisfaction of the complainant, then s/he can submit his/her complaint to the appropriate court of law.

Figure 9. GRM Arrangement Chart



7.11.3 Grievance Log

The Grievance Focal Points (GFPs) will maintain local grievance logs to ensure that each complaint has an individual reference number and is appropriately tracked and recorded actions are completed. When receiving feedback, including grievances, the following is defined:

- Type of appeal
- Category of appeal
- People responsible for the study and execution of the appeal
- Deadline of resolving the appeal
- Agreed action plan

The GFPs will ensure that each complaint has an individual reference number and is appropriately tracked and recorded actions are completed. The log should contain the following information:

- Name of the PAP, his/her location and details of his / her complaint
- Date of registering the complaint
- Details of corrective action proposed, name of the approval authority
- Date when the proposed corrective action was sent to the complainant (if appropriate).
- Details of the Grievance Committee meeting (if appropriate).
- Date when the complaint was closed out.
- Date when the response was sent to the complainant.

7.11.4 Monitoring and Reporting on Grievances

The MOF PIG M&E Specialist will be responsible for:

- Collecting and analyzing the qualitative data from national level GFP on the number, substance and status of complaints and uploading them into the single project database;
- Monitoring outstanding issues and proposing measures to resolve them;
- Preparing quarterly reports on GRM mechanisms to be shared with the WB.

Quarterly reports to be submitted by WB shall include Section related to GRM which provides updated information on the following:

1. Status of GRM implementation (procedures, training, public awareness campaigns, budgeting etc.);
2. Qualitative data on number of received grievances \ (applications, suggestions, complaints, requests, positive feedback), highlighting those grievances related to the WB ESS 2 and 5 and number of resolved grievances;
3. Quantitative data on the type of grievances and responses, issues provided and grievances that remain unresolved;
4. Level of satisfaction by the measures (response) taken;
5. Any correction measures taken.

7.11.5 World Bank Grievance Redress System

Communities and individuals who believe that they are adversely affected by a World Bank (WB) supported project may submit complaints to existing project-level grievance redress mechanisms or the WB's Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed in order to address project-related concerns. Project affected communities and individuals may submit their complaint to the WB's independent Inspection Panel which determines whether harm occurred, or could occur, as a result of WB non-compliance with its policies and procedures. Complaints may be submitted at any time after concerns have been brought directly to the World Bank's attention, and Bank Management has been given an opportunity to respond. For information on how to submit complaints to the World Bank's corporate Grievance Redress Service (GRS),

please visit <http://www.worldbank.org/en/projects-operations/products-and-services/grievance-redress-service>.
For information on how to submit complaints to the World Bank Inspection Panel, please visit www.inspectionpanel.org.

Annex 1. Summary of Stakeholder Consultations during SA

#	Date	Entity/Location	Name/title of persons	Issues addressed
1.	October 30, 2019	Office of Ministry of Health and Social Protection (MoHSP), Dushanbe	<p>Ravshan Tohirov, Head of Reform, PHC and International Cooperation Department</p> <p>Salimov Fayzali - Main Specialist of Department of sanitary and epidemiology, emergency and emergency health care of MoHSP</p> <p>Shodmonov Pirnazar - Sanitary Doctor of State center of sanitary and epidemiology care of Dushanbe</p>	Introduction of the project. Development of the ECD project social safeguards documents.
2.	October 31, 2019	Office of Ministry of Education and Science (MoES), Dushanbe	<p>Sohibnazar Safarov, Head of Preschool Education and Early Childhood Development Department</p> <p>Marhabo Odilova, Senior Specialist of Preschool Education and Early Childhood Development Department</p> <p>Davlatali Musomirov, Specialist of Preschool Education and Early Childhood Development Department,</p> <p>Shodmon Saidzoda, Leading Specialist of Legal Support Division</p>	Development of the ECD project social safeguards documents.
3.	November 12, 2019	Office of MoES, Dushanbe	<p>Shodmon Saidzoda, Leading Specialist of Legal Support Division</p> <p>Gulhumor Mirzoeva, Senior Specialist of Economic and Planning Department</p> <p>Saimuhammad Abdiev, Specialist of Press Center</p>	Citizens' Complaints Handling mechanism at national and local levels and ECD legal framework

4.	November 19, 2019	Office of MoES, Dushanbe	Sohibnazar Safarov, Head of Preschool Education and Early Childhood Development Department	Issues relevant to Stakeholders Engagement Plan Development
5.	November 20, 2019	Office of Ministry of Finance of RT, Dushanbe	Tolibzoda Mehrob Ibrohim, Deputy Head of Public Debt and Public Investment Management	Issues relevant to Stakeholders Engagement Plan Development
6.	November 21, 2019	Office of Regional Education Administration, Bokhtar town, Khatlon Region	Shukurzoda Malika Rahmon, Head of Preschool Education Department	Introduction to ECD project. Current challenges of preschool education in Khatlon Region.
7.	November 21, 2019	Office of Provincial Institute of Teacher Training/ Institute for Professional Development, Bokhtar town, Khatlon region	Oigul Kholmurodova, Teacher of preschool education Six teachers of public KGs from different districts of Khatlon Region Soliev Abdurasul, Lawyer; Avozhon Toshmadov, Teacher; Kholik Khamrokulov, Senior Teacher	Introduction to ECD project. Current challenges, expectations; SEP relevant issues
8.	November 21, 2019	Office of Social center for children with disabilities «Ghamhori», Bokhtar town, Khatlon region		Acquaintance with the center activities
9.	November 21, 2019	Office of Kushoniyon District Educational Department, Khatlon Region	Kibriyo Nurmahmadzoda, Head of Education Department, Kushoniyon district Rukhshona Elmurodova, Consultant (former named Leading Specialist) of Education Department, Kushoniyon district	Introduction to ECD project. Current challenges of preschool education in Khatlon Region. Visiting preschool entities of the district.
10.	November 21, 2019	State Kindergarten (KG) #4, rural jamoat Bokhtariyon, Kushoniyon district	Latofat Nazhmidinova, Head of KG	Current state, conditions, challenges, expectations from ECD project
11.		State Kindergarten (KG) #5, rural jamoat	Khikoyat Sharipova, Senior Teacher; Nigina	

		Bokhtariyon, Kushoniyon district	Khasanova, Medical worker	
12.		Private KG, rural jamoat Zargar, Kushoniyon district	Gulshonova Sh, teacher	
13.	November 22, 2019	Office of Hissor town/district Chairman, District of Republican Subordination (DRS)	Ahmadjon Ismatulozoda, First Deputy Chairman of Hissor town Gulruhsor Tursunova, Executive Deputy Chairman on Social Issues Hadisa Sharifova, Specialist\Consultant (Methodist) of Education Department	Introduction to ECD project. Current challenges of preschool education and health care in Hissor district.
14.	November 22, 2019	State KG "Afsona"#6, Hissor town, DRS	Shahlo Sidikova, Head of the KG	Current state, conditions, challenges, expectations from ECD project
15.		State KG "Oftobak"#3, Hissor town, DRS		
16.	November 22, 2019	Private KG-Primary School "Nuri Irfon", Hissor town	Mavjuda Khakimova, local entrepreneur, Matluba Tolibova, accountant of the KG	Acquaintance with the KG conditions\performance
17.	November 22, 2019	Secondary school # 3 of rural jamoat Hissor\Hissor village	Umeda Tursunova, Preschool education teacher Sitora Kholova, Deputy Director on primary education Khalida Sharopova, Deputy Director	Current state of a Preschool class and Inclusive class arranged at the school
18.	November 22, 2019	ELC at secondary school #26, Gulhani village	Juramurod Imomov, Director of the school Surayo Hamodova, Preschool Teacher	Current state\challenges
19.	November 22, 2019	Public Health Center of Hissor town	Abdusalom Nazarov, Deputy Head of the PHC, Khikmatullo Salomov, PHC employee	Introduction to ECD project. Current challenges at health care centers\points in Hissor district
20.	November 22, 2019	Public Health Center of Hissor village, rural jamoat Hissor, DRS	Alimahmad Saidov, Head of PHC	Introduction to ECD project. Current challenges\expectations from ECD project
21.	November 22, 2019	Health Point of Sayod village, rural jamoat Hissor	Gulsunoi Abdulchaeva, Head of HP	



Meeting with Mr. Safarov, Head of Preschool Education and ECD Department MoES, November 19, 2019



Meeting with Kibriyo Nurmahmadzoda, Head of Education Department, Kushoniyon district, November 21, 2019



Meeting with Shukurzoda Malika Rahmon, Head of Preschool Education Department, Regional Education Department, Bokhtar town, Khatlon Region, November 21, 2019



Meeting with Mr. Ahmadjon Ismatulozoda, First Deputy Chairman of Hissor town, November 22, 2019