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IMPLEMENTATION COMPLETION AND RESULTS REPORT
ON A
GRANT
IN THE AMOUNT OF US\$16.2 MILLION
TO THE
Republic of Tajikistan
FOR THE
GLOBAL PARTNERSHIP FOR EDUCATION (GPE)-4 (P131441)
March 19, 2018

CURRENCY EQUIVALENTS

(Exchange Rate Effective March 19, 2018)

Currency Unit = Tajikistan Somoni

TJS 8.82 =US\$1

US\$1 = 8,82TJS

FISCAL YEAR

July 1 - June 30

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ABBREVIATIONS AND ACRONYMS

AKF	Aga Khan Foundation
CBE	Competency Based Education
CPS	Country Partnership Strategy
CwD	Children with Disabilities
CWs	Civil Works
DPs	Development Partners
EA	Environmental Assessment
EBF	Extra-Budgetary Funds
ECA	Europe and Central Asia
ECD	Early Childhood Development
ECE	Early Childhood Education
EGRA	Early Grade Reading Assessment
ELC	Early Learning Centre
EMF	Environmental Management Framework
EMIS	Education Management Information System
EMP	Education Modernization Project
EU	European Union
FTI	Fast Track Initiative
GBAO	Gorno-Badakhshan Autonomous Oblast
GDP	Gross Domestic Product
GNI	Gross National Income
GPE	Global Partnership for Education
GPE-4	The Fourth Global Partnership for Education Grant to Tajikistan
ICR	Implementation Completion and Results Report
IFRs	Interim un-audited Financial Reports
INSET	In-Service Training
KG	Kindergarten
LEDG	Local Education Donor Group
LEG	Local Education Group
LSBE	Life Skills Based Education
M&E	Monitoring and Evaluation
MOES	Ministry of Education and Science
MOF	Ministry of Finance
MTAP	Mid Term Action Plan (of NSED)
MTR	Mid Term Review
NSED	National Strategy for Education Development
PAD	Project Appraisal Document
PCF	Per Capita Financing
PDO	Project Development Objective
PTA	Parent-Teacher Association
QLP	Quality and Learning Project (USAID funded)
RAP	Resettlement Action Plan
RED	Rayon Education Department

RIITT	Republican Institute for In-Service Teacher Training
RFD	Rayon Financial Department
RPF	Resettlement Policy Framework
SABER	Systems Approach for Better Education Results
SKG	State Kindergarten
TA	Technical Assistance
TLMs	Teaching Learning Materials
TORs	Terms of Reference
TPV	Third Party Verification
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VET	Vocational Education and Training
WB	World Bank

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DATA SHEET

BASIC INFORMATION

Product Information

Project ID	Project Name
P131441	Global Partnership for Education (GPE)-4
Country	Financing Instrument
Tajikistan	Specific Investment Loan
Original EA Category	Revised EA Category
Partial Assessment (B)	Partial Assessment (B)

Organizations

Borrower	Implementing Agency
Republic of Tajikistan	Ministry of Education and Science

Project Development Objective (PDO)

Original PDO

To contribute to improving the learning conditions in preschool and general education. Learning conditions are understood here to include education program standards and content, teaching-learning materials and practices, and/or the physical environment.



FINANCING

	Original Amount (US\$)	Revised Amount (US\$)	Actual Disbursed (US\$)
World Bank Financing			
TF-15134	16,200,000	16,200,000	16,200,000
Total	16,200,000	16,200,000	16,200,000
Non-World Bank Financing			
Borrower	0	0	0
Total	0	0	0
Total Project Cost	16,200,000	16,200,000	16,200,000

KEY DATES

Approval	Effectiveness	MTR Review	Original Closing	Actual Closing
17-Sep-2013	27-Feb-2014	16-Nov-2015	30-Sep-2016	30-Sep-2017

RESTRUCTURING AND/OR ADDITIONAL FINANCING

Date(s)	Amount Disbursed (US\$M)	Key Revisions
01-Jun-2016	8.81	Change in Components and Cost Change in Loan Closing Date(s) Change in Implementation Schedule

KEY RATINGS

Outcome	Bank Performance	M&E Quality
Satisfactory	Satisfactory	High

RATINGS OF PROJECT PERFORMANCE IN ISRs

No.	Date ISR Archived	DO Rating	IP Rating	Actual Disbursements (US\$M)
01	18-Jan-2014	Moderately Unsatisfactory	Moderately Unsatisfactory	0



02	23-Apr-2014	Moderately Satisfactory	Moderately Satisfactory	1.00
03	04-Nov-2014	Moderately Satisfactory	Moderately Satisfactory	1.00
04	05-May-2015	Moderately Satisfactory	Moderately Satisfactory	1.49
05	10-Nov-2015	Moderately Satisfactory	Moderately Satisfactory	5.35
06	02-Apr-2016	Moderately Unsatisfactory	Moderately Unsatisfactory	8.34
07	07-Sep-2016	Moderately Satisfactory	Moderately Satisfactory	11.63
08	28-Mar-2017	Moderately Satisfactory	Moderately Satisfactory	14.76

SECTORS AND THEMES

Sectors

Major Sector/Sector (%)

Education 100

Early Childhood Education 16

Public Administration - Education 2

Primary Education 37

Secondary Education 45

Themes

Major Theme/ Theme (Level 2)/ Theme (Level 3) (%)

Public Sector Management 3

Public Administration 3

E-Government, incl. e-services 3

Social Development and Protection 6

Social Inclusion 6

Indigenous People and Ethnic Minorities 2

Other Excluded Groups 2

Participation and Civic Engagement 2



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I. PROJECT CONTEXT AND DEVELOPMENT OBJECTIVES

A. CONTEXT AT APPRAISAL

Context

1. Tajikistan is a small, low-income, landlocked country in Central Asia. High mountain ranges make communication between different parts of the country difficult, especially during the winter. At the time of the appraisal of the project in 2012, the country had a population of about 7.6 million people (2011), and a per capita GNI of US\$836 (2011). The population was young (37 percent under 14 years of age), growing (total fertility rate of 3.3 in 2010) and predominantly rural (73 percent resided in rural areas) with 47 percent living in poverty in 2009. The civil war between 1991-2007 led to huge outmigration of population with managerial and technical skills (including from the education sector) and severe damage of infrastructure (including educational institutions). However, from 2010, the country's economy had been growing steadily, reaching 7.4 percent in 2011, and was projected to grow by 6 percent annually between 2012-2015.
2. Preschool and general education suffered from: (i) lack of qualified personnel (including in education management); (ii) outdated programs and teaching and learning materials (TLMs); (iii) severe lack of adequate infrastructure (physical premises¹, furniture and equipment); and (iv) limited financing. Rapidly growing preschool and school age populations put additional pressure on the system's ability to serve the young generation. These factors led to the decline of the quality of education.
3. At the time of project preparation, the net enrolment rate in pre-school education (ages 3-6) was 8.9 percent, the lowest rate in Europe and Central Asia (ECA). This was due to limited space in the preschools and high opportunity cost for poor households. In addition, the effectiveness of the existing, state pre-school education in general was a matter of concern.² In 2009, UNICEF and Aga Khan Foundation (AKF) introduced a new model of half-day community supported Early Learning Centers (ELCs) to increase coverage of Early Childhood Education (ECE) programs. Building on this model, local authorities started establishment of ELCs on their own without donor support.
4. At the basic level, enrolment and completion of the primary cycle was near universal, with gender parity. The enrolment rate in grade 9 was more than 90 percent, but graduation rate was low (88 percent) due to drop outs. The lack of school space led to the majority of schools operating in two or three shifts. In addition, the curriculum could not be fully delivered in schools that closed in the winter months due to the emergency condition of their infrastructure and /or lack of heating. The intended curriculum which had relatively few hours of instruction, placed heavy emphasis on languages and facts memorizing. Teaching-learning techniques were focused on the teacher passively transmitting information to students, although the education system was moving through the revision of in-service teacher training (INSET) courses towards broadening the teacher's range of techniques to

¹ In general education, 18 percent of all schools were in emergency conditions (with majority of them being unsafe) and 3.5 percent were situated in railway cars and private homes, and 30percent required major rehabilitation work (related to roof and floor replacement etc.). Many of those facilities lacked lighting, heating, water and basic sanitation, and were either closed or poorly attended by students and teachers during the cold period (which lasts up to 5 months in the mountainous areas).

² The 2011 USAID EGRA finding that primary school children who had attended pre-school did not have better reading skills than children who had not attended pre-school.



include more active learning and formative assessments with an increased focus on teaching results.

5. In 2010, Tajikistan had three main ethnic-linguistic minorities (Uzbeks, Kyrgyz and Russians), accounting for 14.0 percent of its population. Limited data indicated that ethnic minorities had the same or similar social and economic outcomes as the rest of the population. Additionally, the MOES maintained a network of schools for children with disabilities (CwD). The approved National Conceptual Framework for the Inclusive Education of CwD (2011-15), planned, inter alia, to create the physical conditions necessary for CwD, train teachers and others in inclusive education.

6. The education budget had been steadily increased from 3.4 percent of the GDP in 2007 to 3.9 percent of the GDP in 2011.³ Expenditures in education comprised 18.4 percent of the state budget in 2011 (excluding Public Investment Programme). However, only 2.5 percent of spending was allocated to pre-schools in 2010. The share of capital expenditure in the social sector that was allocated to education increased from 53.8 percent in 2005 to 70.8 percent in 2009. Despite these increases, the levels of financing were inadequate to meet system needs. The funding gap to implement the MOES's medium-term Action Plan (2012-14) which covered all levels of education was US\$ 131 million (out of a total US\$ 512 million excluding recurrent expenditures). That gap was mainly due to huge needs in infrastructure upgrade and equipment provision.

7. There were also constraints on the education system's effectiveness. These included the need to: (a) further expand the Education Management Information System (EMIS) to other levels of education and build staff capacities to use the EMIS data for decision-making and strategic planning⁴; (c) increase efficiency in utilization of the available resources through expansion of per capita financing (PCF) to preschool level;⁵ and (d) increase managerial capacity at preschool and school levels through training of the principals on financial management and pedagogical leadership.

8. The National Strategy for Education Development (NSED) for 2012-2020 aims to achieve three objectives: (a) to modernize education content; (b) to restructure the education system; and (c) to improve access to quality education. GPE-4 was aligned to the NSED, and was created to contribute directly to the following goals: (a) increase coverage and quality of early childhood education; (b) modernize general education content by increasing its relevance and moving from a knowledge-based model to a competency-based model; (c) improve teachers' effectiveness; (d) improve existing schools' infrastructure; and (e) strengthen management capacities of the education system and the system's efficiency. It was also fully aligned with the World Bank's Tajikistan Country Partnership Strategy (CPS) for FY10-13 in the following objectives: Objective I, Result 2, maintain access to education services particularly for the poor and vulnerable, and Objective II, Result 8, enhance human capital potential strengthening quality of education services.

Theory of Change (Results Chain)

9. The theory of change was that investments made under Component 1 would contribute to improving the learning conditions at the preschool level through the introduction of a new preschool curriculum and through the provision of modern child friendly furniture in the beneficiary ELCs. Additionally, training and mentoring of teachers and provision of TLMs in the ELCs and state kindergartens (SKGs) would also be affected. Investments

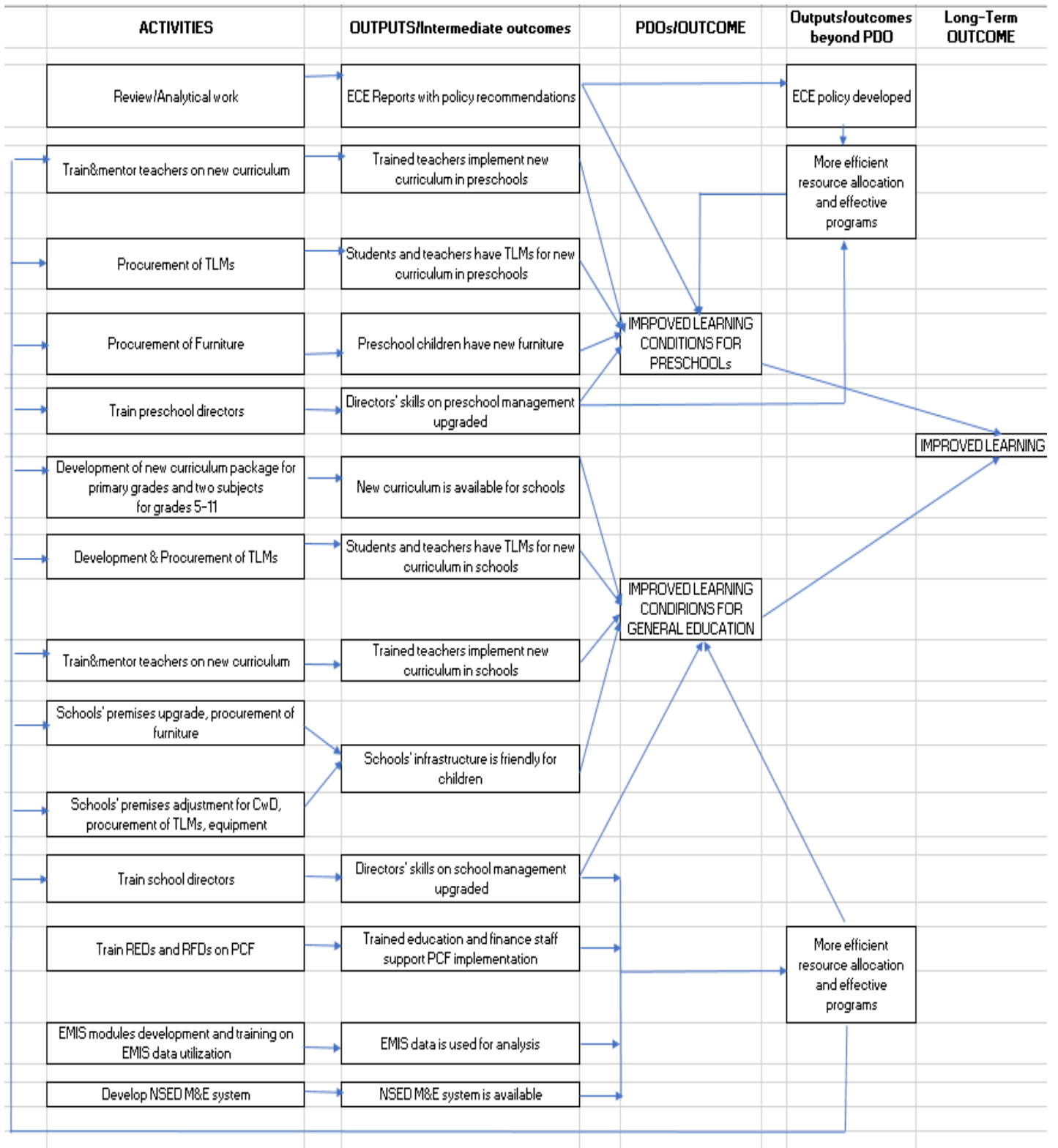
³ Excluding Public Investment Programme (PIP) and Non-Budgetary Funds (NBF)

⁴ Development and national introduction of EMIS in general education was supported by the previous FTI grants

⁵ Development and national introduction of PCF in general education was supported by previous FTI grants



under Component 2 and 3 would contribute to improving the learning conditions in general education. These investments include: (a) development of an upgraded package for primary and secondary curriculum (including standards, programmes, teaching guides and INSET models); (b) teacher training on the new package; (c) provision of teaching guides and TLMs corresponding to the new primary grades curriculum in all schools in the country; (d) constructing and/or rehabilitating premises in general education schools to make them safe and secure, together with the supply of furniture and materials for those schools to create more child-friendly learning environments; and (e) adjustments of school buildings to the needs of CwD, together with distribution of TLMs for CwD and their teachers to improve learning environment for CwD. Finally, investments under Component 4 would provide the instruments for the MOES to improve the learning conditions in pre-schools and general education schools both by providing the systems, data and technical capacity to monitor, learn, refine and adjust priorities and by promoting greater efficiency in resource allocation, thereby allowing the Government to have greater impact towards these goals. Per capita financing (PCF) would promote greater sectoral efficiency at these levels. The system strengthening would ensure that the investments supported by the Project (and others in the future) would not only be fully operationalized and later sustained, but that the MOES would have increased capacity to prioritize, expand and finance these investments beyond the life of the project.





Project Development Objectives (PDOs)

10. The Project Development Objective was to contribute to improving the learning conditions in pre-school and general education. Learning conditions were understood to include the education programme standards and content, teaching-learning materials and practices, and/or the physical environment.

Key Expected Outcomes and Outcome Indicators

11. Progress towards the achievement of the Grant's Development Objective was to be measured through the following Key Indicators:

Contribute to improving the learning conditions in pre-school:

- The number of children enrolled in the pre-school institutions with improved learning conditions. Learning conditions are understood to include the education programme standards and content, and teaching-learning materials and teaching practices, and /or physical environment.

Contribute to improving the learning conditions in general education:

- The percentage of primary grade teachers who are training-certified and follow the revised education program and apply improved teaching-learning practices in mother-tongue language and Mathematics.
- The number of primary school students enrolled at a school with improved learning conditions (as per definition above).
- Additional number of students who benefited from physical infrastructure upgrades because of the project intervention.

Strengthening System Capacity:

- EMIS's data used for analysis by MOES.

Strengthening system capacity was not an explicit project objective. Nevertheless, several project activities under Component 4 were designed to meet this unspecified objective. This is because without the outputs of these activities, and without capacity strengthening, especially further development of the EMIS which the above indicator monitored, it would not be possible for the Government to meet the PDO.



Components

12. The GPE-4 Grant had four components, as described below. The Project was to support the MOES's programs jointly with other Development Partners (DPs) as per the agreed Master Plans.

Component 1. Increasing Access to Quality Early Childhood Education Programs (Original US\$2.55 million; Actual US\$2.16 million).

13. The objective of this component was to increase access to affordable and quality ECE programs. The component would finance the preschool sector analysis, and the establishment of new or reinforcement of existing 450 community-supported ELCs established by local authorities and all 450 existing SKGs benefitting at least 18,000 children in total. This will be done through training and mentoring of 900 teachers based on a new program for ELCs and provision of a package with essential teaching-learning materials. The beneficiary rayons would include those that were relatively poor, not covered for ECE by donors, rural, those that had opened an ELC without donor support and demonstrated a commitment to sustain the recurrent costs of the ELC and provide adequate physical space for it to operate in.

Component 2. Enhancing Quality of Education (Original US\$3.25 million; Actual US\$3.62 million).

14. Sub-Component 2.1 - Upgrading Primary Education Curriculum and Pedagogy (Original US\$2.15 million; Actual 2.46). The objective of this sub- component was to support the MOES's master plan on a move to competency based curriculum in primary grades through: (a) development of a new competency-based, gender-sensitive curriculum package, with integrated life skills based education (LSBE) and promotes inclusive education for core subjects; (b) training of approximately 2,600 primary teachers; and (c) provision of a package of essential TLMs for approximately 3,700 schools. An evaluation of the effects of these activities on teaching practices was planned.

15. Sub-Component 2.2 - Upgrading Secondary Education Curriculum and Pedagogy (Original US\$0.35 million; Actual US\$0.31 million). The objective of this sub- component was to contribute to the implementation of MOES's plan on a move to competency based curriculum in secondary grades through support to curriculum upgrade for Math and Tajik language in grades 5-11. The activities included: (a) development, piloting and completion of a new competency-based curriculum package for the indicated subjects and grades; (b) training and mentoring for the pilot teachers; (c) identification of a list of essential supplementary teaching and learning materials to complement the textbooks, and (d) provision of training of trainers of the Regional Institutes for In-service Teacher Training (RIITT) staff. Finally, under this sub-component, the project was also to finance the elaboration of guidelines on textbooks development and review in the context of competency-based curricula, and train textbooks authors and evaluators on the development and appraisal of textbooks.

16. Sub-Component 2.3 - Promoting Inclusive Education (Original US\$0.75 million; Actual US\$0.67 million). This sub-component aimed to ensure access to quality inclusive education for 750 CwD through: (a) upgrading schools with pathways, accessible latrines, and ramps; and (b) provision of TLMs to support CwD and their teachers.

Component 3. Improving Child-friendly Learning Environments (Original US\$8.00 million; Actual US\$7.88 million). The objective of this component was to increase access to improved child-friendly learning environments in general secondary education through the provision of safe and secure schools.

17. Sub-Component 3.1 - Increasing Access to Child-Friendly Schools (Original US\$7.0 million; Actual 6.88 million).



This sub-component was to finance the construction or rehabilitation of premises in approximately 30 schools (240 classrooms) benefitting approximately 7,900 students. To ensure equity, the districts' and the schools' selection criteria were to include poverty and ethnicity aspects, share of schools in emergency condition, share of capital investments per-student, fulfillment of prior commitments under previous Fast Track Initiative (FTI) financed civil works, number of students in school etc.

18. Sub-Component 3.2 - Provision of Supplies to Develop Child-Friendly Schools (Original and actual US\$1.0 million). This sub-component was to finance purchase and distribution of child-friendly equipment (school furniture) to all beneficiary schools in sub-component 3.1, and few others in need in the same district.

Component 4. Strengthening System Capacity (Original US\$2.40 million; Actual US\$2.54 million). The objective of this component was to strengthen the capacities at the central and local levels to manage the education system. It comprises of five sub-components.

19. Sub-Component 4.1 - Management Capacity Strengthening (Original and actual US\$0.12 million). This sub-component was to finance training, technical assistance and study tours to strengthen further capacities of the MOES, including fiduciary and contracts management; the use of EMIS data for decision-making and strategic planning; the development of an M&E system for the NSED including analytical reports on implementation; and the revision/updating of the NSED medium-term Action Plan.

20. Sub-Component 4.2 - Directors' Training (Original US\$0.80 million; Actual US\$0.83 million). This sub-component was to finance the training of: (a) approximately 1,900 directors of general schools in financial management (to manage schools in the framework of PCF) and pedagogical leadership; (b) approximately 450 directors of SKGs in financial management (given the MOES's plan to expand PCF to SKGs); and (c) staff of the RIITT.

21. Sub-Component 4.3 - Per Capita Financing (Original and actual US\$0.19 million). This sub-component was to finance the extension of PCF to the pre-school sector and the reinforcement of PCF in general education through: (a) revision of the legal-regulatory framework; (b) workshops for key staff in the Rayon Education and Financial Departments (REDs and RFDs) and SKGs; (c) training for new kindergarten accountants; and (d) provision of technical assistance (TA) at central and oblast-level to support the MOES, REDs, RFDs, SKGs and schools to shift to PCF (in SKGs) and reinforce the operation of PCF (in schools).

22. Sub-Component 4.4 - Education Management Information System (Original US\$0.09 million; Actual US\$0.11 million). This sub-component would finance the extension of the EMIS to three new sub-sectors (pre-school, secondary VET and higher education (HE) through provision of TA to design and introduce the EMIS modules for each of the sub-sectors and train relevant staff at central and institutional levels.

23. Sub-Component 4.5 - Project Management, M&E (Original US\$1.20 million; actual US\$1.29). This sub-component was to finance: (a) TA to support the MOES on the Project management and implementation including fiduciary issues, monitoring and evaluation (M&E), technical supervision and quality assurance; (b) a baseline study of student attendance in schools under component 3.1 before the start of the CWs; and (c) incremental operational costs incurred by the MOES as a result of the project. A follow up to the baseline survey after the CWs was not in the original design due to the completion being scheduled just before the original project closure. Subject to funds availability, the Local Education Group (LEG) intended supporting a follow-up study.



B. SIGNIFICANT CHANGES DURING IMPLEMENTATION (IF APPLICABLE)

Revised PDOs and Outcome Targets

Revised PDO Indicators

24. The Project's PDO Indicators were not revised.

Revised Components

25. The Project's components were not revised. However, a Level 2 project restructuring was approved on May 31, 2016 which reduced the scope of activities under Sub-Component 2.2. The original design provided that the upgraded curriculum which would be piloted was for two subjects, Math and Tajik language, for grades 5 to 11. This revision provided that the project would still support the curriculum upgrade for two subjects in those grades, but that its piloting would be limited to grades 5 and 6. Also, given that UNICEF received a grant from GPE to update the NSED medium-term Action Plan, this activity was omitted from the sub-component 4.1 scope. These revisions did not affect the project indicators.

Other Changes

26. The project restructuring which was approved on May 31, 2016 also extended the grant's closing date from September 30, 2016 to September 30, 2017. This restructuring reallocated US\$400,000 of grant resources across project components, from Component 1 to Component 2 to reflect implementation progress, actual costs and revised estimates, and modified the project's implementation and disbursement schedules. The reallocation across components did not require reallocation across disbursement categories.

Rationale for Changes and Their Implication on the Original Theory of Change

27. In relation to the reduction in scope of activities under Sub-Component 2.2, the MOES concluded that due to the complexity of the task and limited local expertise it would require more time for the secondary curriculum upgrade and its gradual introduction, thus leaving no time to pilot it during the project's implementation period, even if it was extended by one year. This modification did not affect the original theory of change.

28. The closing date extension was required mainly to conduct a pilot of a new primary grades curriculum before its national introduction to improve the quality of the package and provide additional time to develop a robust M&E framework allowing for an effective evaluation of the curriculum component. Piloting of the new package was not originally planned and was also recommended by the DPs (UNICEF, EU, USAID and WB). This modification did not affect the original theory of change.



II. OUTCOME

A. RELEVANCE OF PDOs

Assessment of Relevance of PDOs and Rating

29. The Project's objectives were relevant when it was approved. While the Project continues to be relevant to the Government's NSED (2012-2020) and the current FY15-18 CPS recognizes that early childhood and general education continue as high priorities for the country, the CPS focuses the World Bank assistance on the higher education level only. This is due to the Government's foreign financing strategy. Since the project was approved, Tajikistan's progress with debt relief affected the terms of Tajikistan's assistance from the World Bank, which shifted from all grant to half grant and half credit. With continued involvement in pre-school and general education by other donors on more favorable terms, and with significant structural progress under the framework of the FTI series and GPE-4, the Government's financing priorities with the World Bank funding shifted to higher education. For this reason, Relevance of Objectives is rated **Substantial**.

B. ACHIEVEMENT OF PDOs (EFFICACY)

Assessment of Achievement of Each Objective/Outcome

30. The project achieved its objectives satisfactorily, as measured by its Key Development Indicators. The PDO was to contribute to improving the learning conditions in pre-school and general education. Learning conditions were understood to include the education programme standards and content, teaching-learning materials and practices, and/or the physical environment. In fact, the project exceeded its defined outcome targets for most key indicators. Finally, it contributed to an outcome that had not been defined as a PDO, per se, but that was measured by an outcome indicator: strengthening education system capacity. The assessment of efficacy does not apply a split rating to the analysis. Although there was a minor reduction in the scope of activities during implementation (para. 27), the decision to limit the pilot of the secondary grades (5-11) curriculum to grades 5-6 did not affect the achievement of the PDO as measured by its Key Outcome Indicators. In fact, piloting of the curriculum at the secondary level was one of the activities to achieve the Intermediate Outcome Indicator: Standards and programs for the secondary grades in Math and Tajik language are upgraded. The MOES not only achieved this Intermediate Outcome Indicator, but went further, by introducing it nationwide at the expense of the state budget in September 2017, before project completion, and has attracted funds of other donors to support secondary curriculum upgrade for other subjects. Achievements towards each of the project's objectives, and towards the outcome indicator for strengthening education system capacity, are provided below and described in greater detail in Annex 1.

31. By providing continued and effective assistance for reforms supported earlier by the FTI series, GPE-4 was able to solidify, put in place and now implement, system-wide reforms that will be important to sustain project achievements, and ensure efficiency in education expenditures that will be required to further progress towards NSED goals. These, inter alia, include reforms which are being implemented nationally: (i) PCF at the preschool



and general education levels; (ii) competency-based curricula at the primary level and for two subjects at secondary level; and (iii) a fully functioning EMIS that is now the Government's main source of education sector statistics.

Improve the learning conditions in pre-school education

PDO Indicator 1: The number of children enrolled in the pre-school institutions with improved learning conditions. Learning conditions are understood to include the education program standards and content, and teaching-learning materials and teaching practices, and /or physical environment.

32. This indicator was achieved. As of September 2017, 18,000 children were enrolled in pre-school institutions with improved learning conditions. All beneficiary pre-school institutions are equipped with essential TLMs, 1,182 pre-school teachers (vs. 900 planned) and 24 trainers have successfully completed an in-service course on the new ECE program, and the program is available in the beneficiary institutions.

33. The Project carried out four reviews of the pre-school sub-sector: (i) an institutions census; (ii) a legal-regulatory analysis; (iii) a financing analysis; and (iv) a services and facilities assessment. In total, 73 pre-school institutions (state, private kindergartens and ELCs) were assessed in terms of their physical space and hygiene, interaction, language development and other educational activities. The assessment laid the basis for establishing a pre-school services assessment system and self-assessment for pre-school institutions. Given that the ELC massively established by local authorities without donor support lacked essential inputs like trained ECE teachers and basic TLMs, the decision was that the project would not establish new ELCs but reinforce the existing ones. Using results from the census, the MOES could identify more than 450 eligible communities where the ELCs had been already established, and to finalize a list of 900 selected project beneficiaries (450 existing ELCs and 450 SKGs) in 32 rayons in three provinces of the country.⁶ Social mobilization and awareness raising on the ECE importance was implemented by a NGO hired by the MOES which also monitored operation and utilization of goods provided to the beneficiary ELCs. Goods included furniture, basic equipment and toys for ELCs, and TLMs for ELCs and SKGs. The RIITT, AKF and UNICEF jointly prepared the new ECE package for the ELCs. After its approval by the MOES, the GPE-4 financing trained and provided mentoring support to 456 SKG teachers and 726 teachers of ELCs on the new program.

34. Due to lack of KGs in remote areas and limited space in the existing ones, the ELCs which have been established by local authorities with community support are predominantly located in general schools. The vast majority of the ELCs in the country are fully dependent on the parents' contribution in cash (fee) and in kind (equipment and other provisions). Thus, ELCs are vulnerable in terms of financing and legal norms. As a result: (a) staff does not benefit from pensions and other forms of social insurance; and (b) expansion of the ELCs is limited to only those communities that can afford the fees.⁷ Due to lack of social insurance, staff rotation in ELCs is high (approximately 20 percent within six months), and that led to increased resources spent by the Project on teacher training in order to meet the objectives related to the component. By completion, essential TLMs, furniture and toys had been delivered to 11,250 children in 450 SKGs and 12,360 children in 450 ELCs (23,610 in total).

Improve the learning conditions in general education

⁶ GBAO was not included in the list of beneficiary provinces due to intensive support to ELCs from AKF there.

⁷ Although in most cases this is not an issue yet due to relatively low level of fees which do not cover taxes.



PDO Indicator 2: *The percentage of primary grade teachers who are training-certified and follow the revised education program and apply improved teaching-learning practices in Mother-tongue Language and Mathematics.*

35. This indicator was exceeded. By completion, 52 percent (not less than 50 percent was targeted) of the trained and certified teachers follow the revised education program and apply improved teaching-learning practices in Mother-tongue Language and Mathematics.

36. The project contributed to the implementation of the MOES' long-term plan to move from a knowledge-based to a competency-based curriculum in general education through curriculum modernization for core primary grades, and in Tajik Language and Math for secondary grades (5-11). USAID supported work on primary grades reading, while UNICEF supported integration of Life Skills into the new curriculum. The project supported introduction of the revised primary curriculum in Tajik Language and Math through the following: (a) a new competency-based curriculum package (including standards, programs, teacher's guide and INSET models) was developed, piloted and finalized, and, based on that, a package for some other subjects (e.g. Nature, foreign languages) was also prepared; (b) training and mentoring was provided to 5,395 primary teachers; and (c) a package of essential TLMs, supplementing materials for textbooks, new standards and teacher's guides were delivered to all schools in the country. In addition, the Project trained 130 trainers (majority of them are the regular RIIT staff), 187 methodologists and university and college teachers.

37. An impact evaluation was carried out to determine whether trained primary teachers had benefited from the project's INSET programs and supplied TLMs. The sample randomly selected 150 trained primary teachers for classroom observation and 89 deputy school directors and/or head of primary education methodological units for interviews. The evaluation found that 52 percent of primary grade teachers that were training-certified under the project followed the revised education program and applied improved teaching-learning practices in Mother Tongue Language and Mathematics.

PDO Indicator 3: *The number of primary students enrolled in the schools with improved learning conditions (as per the description of learning conditions above).*

38. This indicator was exceeded. The new curriculum is being implemented nationally starting from September 2016; 5,395 primary teachers have been trained (against a target of 2,600 teachers); and supplementary reading books for primary grades have been delivered to all schools in the country. In all, 160,000 primary students are enrolled in schools with improved quality learning conditions (against a target of 100,000).

PDO Indicator 4: *The number of students who benefited from physical infrastructure upgrades.*

39. This indicator was exceeded. By completion, a total of 18,978 students benefited from physical infrastructure upgrades under GPE-4 against a target of 7,900 students.

40. In 23 rayons, the project supported the construction of 24 school buildings and 2 REDs premises, capital rehabilitation of 1 school, and rehabilitation of roofs in 13 schools. By completion, due to the project intervention, 202 new classrooms were built, and 259 classrooms were rehabilitated (of which 62 classrooms were rehabilitated



with the Grant funding)⁸. As earlier FTI operations had identified some issues with design packages and the construction works quality, GPE-4 secured the services of an engineering firm for Third Party Quality Assurance (TPQA) for the civil works. The Project supported an evaluation of the impact of school infrastructure upgrade on basic educational indicators⁹ which had not been planned initially and became possible due to the closing date extension. It found that the improvements in the learning environment which, inter alia, made classes warm and well-lit in winter, accessible clean toilets and in general more friendly and attractive schools, resulted in the following: (i) improved school attendance by students (for boys and girls proportionally); (ii) decreased drop outs from secondary education students; (iv) decreased rate of illness among students; and (v) reduced teacher absenteeism. GPE-4 also adapted 20 schools for children with disabilities (toilets, ramps and paths), and UNICEF conducted hygiene education in those schools.

Strengthen system capacity¹⁰

PDO Indicator 5: EMIS data used for analysis by MOES.

41. This indicator was achieved. Although this indicator was not directly captured by the PDO, indirectly the availability of the EMIS and the use of its data for analysis contributed to improving the learning conditions in pre-school and general education, not only for investments under the Project but for future investments as well. With data on institutions, students, teachers, and materials (paragraph. 44), the MOES can now identify gaps and determine future priorities. Whereas previously only statistical reports were prepared, now analytical reports (e.g., showing trends over time) based on EMIS data are prepared and discussed routinely, and serve as routine input to Local Education Group (LEG) meetings and discussions, and for determining future priorities. A report on the implementation of the NSED, incorporating about 20 indicators, quantitative and qualitative, was prepared as input to the Joint Sector Review with the LEG. Education statistical editions for academic years 2013/2014 to 2016/2017 have been published in three languages.

42. EMIS. GPE-4 reinforced the EMIS for general education and supported its extension to four new sub-sectors: pre-school, primary VET,¹¹ secondary VET, and higher education. For each of these levels, the Project financed the design and operationalization of four modules: (i) Passport of Institutions (information on institutions such as land area, number of classrooms, etc.); (ii) Students (grade, age, gender, disabilities, etc.); (iii) Teachers (training, years of work, gender, specialization, etc.), and (iv) Material-technical base (furniture, TLMs, etc.). For the preschool level, modules include each of these four plus a module on Summary Financial Information. In the end, 17 modules have been developed (against nine initially planned), and consolidated reports have been formed for all new levels. EMIS in general education is functioning well, and users at all levels—REDs, schools, users—are satisfied with the information provided, the training received and the flexibility the system allows to compile different reports.

43. The most notable aspect of the new EMIS is that the country's National Statistics Agency that was previously responsible for compiling and publishing official education statistics has approved and certified the MOES's EMIS

⁸ Local authorities rehabilitated 197 classrooms (259-62) in those schools where the project rehabilitated roofs. Without that, the classrooms would not be rehabilitated as leaking roofs would destroy all renovations.

⁹ MOES, Evaluation of New School Construction Impact on Education Quality, 2017

¹⁰ Although not explicitly a project objective, this is described in this section as the Project's Results Framework included an Outcome Indicator related to this implicit objective that was supportive of the Project's two explicit objectives.

¹¹ That level was added by the MOES at the Project implementation stage.



as the single source of official education statistics for the Republic of Tajikistan, and as a result, no longer compiles separate education sector data.

Justification of Overall Efficacy Rating

44. Overall Efficacy is rated High. The project fully achieved its objective of improving the learning conditions in pre-school education, and exceeded its objective of improving the learning conditions in general education, both as measured by the outcome indicators defined to measure achievement. In addition, it fully achieved the outcome indicator designed to measure progress towards the implementation and utilization of the EMIS that contributed to the achievement of its objectives by providing an instrument to monitor closely progress and make adjustments, as needed.

C. EFFICIENCY

Assessment of Efficiency and Rating

45. As summarized below and described in greater detail in Annex 4, the project exceeded its original economic justification based on the achievement of expected outcomes, and the unit costs of project inputs were reasonable. Further, the implementation resulted in costs savings due to efficient procurement. Further, the Project promoted efficiency in resource usage, as described in paragraph 53 below. However, in view of the one-year extension and need to train additional ELC teachers in order to achieve the relevant targets, the project's Efficiency is rated **Substantial**.

46. A full economic analysis was not prepared during the appraisal. Rather, the project's economic justification was presented in terms of the rationale and effectiveness of the proposed activities, upon future learning and labor market success. The project exceeded most of its expected outcomes, and therefore in comparing achieved results with expected results at appraisal, its economic efficiency, following the analysis prepared at appraisal, could be considered **High**.

47. The unit costs of project-supported inputs for training and construction were very favorable while costs for furniture and equipment were slightly above historical averages. The increase is justified by modified technical specifications to improve the quality of goods, and the limited number of suppliers and qualified manufacturers in the domestic market. The Third-Party Verification (TPV) of furniture and equipment arranged by the World Bank found that the quality of furniture under GPE-4 had significantly improved following recommendations of the TPV for FTI-3. Nevertheless, the project was implemented with a one-year extension to allow the government to complete its activities, mainly the ones related to new curriculum introduction, and the high turnover of ELC teachers which resulted in increased resources spent on teacher training (paragraph 36). The grant had a catalytic effect in mobilizing budget resources to roll out the new curricula to all schools in the country and to introduce PCF in preschools nationally. The actual allocation of grant resources was broadly in line with the original allocation, with increased costs for general education under Component 2 and reduced costs for pre-school education under Component 1. The original and final allocation of grant funds by category is provided in Annex 3.

D. JUSTIFICATION OF OVERALL OUTCOME RATING

48. The project's Overall Outcome rating is **Satisfactory**, based on: (a) the Substantial relevance of its



objectives—more due to a question of selectivity in external finance than to the continuing priority of its objectives for the government; (b) the high efficacy with which its objectives were achieved; and (c) its substantial efficiency in terms of economic returns (as defined in the PAD) and of implementation.

E. OTHER OUTCOMES AND IMPACTS (IF ANY)

Gender

49. While the project built gender into its design so as to promote gender equity (e.g., ensuring that the ECE program was gender neutral, that the primary education standards and programme was gender-audited and revised to ensure gender neutrality) it was specifically decided at appraisal that it would not have a specific gender objective. Nevertheless, the Project could track gender disaggregated indicators which showed that it ensured that an adequate number of females had received training.

Institutional Strengthening

50. The project financed several activities aimed at institutional capacity strengthening that, while not captured by its PDO explicitly, were necessary for the achievement of its PDO, as defined. The project provided technical assistance to the RIITT to organize training and to adapt the directors' training modules for general secondary education schools (pedagogical leadership and financial management) and for kindergarten directors (financial management) training. The financial management course provided directors the tools to manage schools within the framework of PCF.

51. The project supported the extension of PCF to the pre-school sector (State KGs only) and the reinforcement of PCF in secondary general education. At the same time, by the project completion, the MOES assumed full responsibility for monitoring PCF implementation in general secondary schools, ensuring a smooth exit of earlier technical assistance. The autonomy in the budget distribution that this modality has provided the schools has helped to ensure transparency on the use of budgetary and extra-budgetary funds (budgets are posted in schools), mobilize additional (community and/or parental) contributions that are integrated into a single estimate of resources and expenditures, and allocate resources to the priorities of the particular school. There is a high appreciation among all levels of education administrators—MOES officials, district-level administration and school principals—of the importance of PCF reforms. A share of non-wage expenditure in the school budget and student:stavka¹² ratio are the key quantitative indicators of the PCF implementation at the school level. The student:stavka ratio increased from 12.8 in 2007 to 15.7 in 2017; and a non-wage share of the school budget increased from 7 percent in 2005 to 23 percent in 2010 and to 13.4 percent in 2016 due to crisis and dramatic increase of teachers' salary, providing resources for schools' development. Thus, field visits showed that many schools have been able to improve quality of the school environment as a result of increased resources and budgetary control.

¹² Full Time Teacher equivalent.



Mobilizing Private Sector Financing

52. The project stimulated the development of the local private sector through procurement of civil works and furniture supplied by local firms. Quality assurance procedures under the Project and improved technical specifications have led to increased technical capacity of the local vendors.

Poverty Reduction and Shared Prosperity

53. Although not a specifically poverty focused operation, the project's main beneficiaries were students from relatively poor, rural rayons who would gain from the improved learning conditions, including students with disabilities and ethnic minorities. For example, criteria for selection of general secondary schools included, inter alia, being subsidized by the central/oblast budget (i.e., being relatively poor) and targeting marginalized groups of children, including ethnic minorities. In fact, the Uzbek minority population benefitted disproportionately from the project's civil works than the majority Tajik population. A UNICEF study of inclusiveness under Component 2.3 found that the number of children with disabilities in 69 schools targeted under GPE-4 increased by 23 percent in 2017.

Other Unintended Outcomes and Impacts

54. New curriculum packages for primary grades and for two subjects, Math and Tajik language, in secondary grades were introduced nationally in September 2016 and September 2017 accordingly with the state budget financing.



III. KEY FACTORS THAT AFFECTED IMPLEMENTATION AND OUTCOME



A. KEY FACTORS DURING PREPARATION

55. ***GPE-4 in the amount of US\$16.2 million was approved by the GPE Board in September 2013.*** The rationale for involvement was strong. GPE-4 was the fourth grant to Tajikistan from GPE (formerly known as Education for all Fast Track Initiative Catalytic Fund - FTI CF) following support under three operations, totaling US\$31.9 million¹³.

56. ***GPE-4 built upon earlier grants' investments and incorporated lessons of their experience.*** At the same time, GPE-4 supported new areas like ECD and inclusive education, complementing work started with other DPs such as UNICEF, AKF, USAID and OSI. More importantly, GPE-4 provided continuing support by building upon lessons of the earlier FTI grants and education sector interventions supported both by the DPs and the World Bank.

57. ***While not specifically defined as such, the design of GPE-4 incorporated many features of a Sector-Wide Approach. GPE-4 was designed as part of a joint donors' support to implementation of the NSED and its Mid-term Action Plan (MTAP).*** Although project funds were not pooled with those of other donors and of the government, the project followed a limited use of the country's FM system, namely the country budget planning system. More importantly, GPE-4 was designed for implementation by the line ministry (as opposed to a stand-alone Project Implementation Unit). Further, in supporting the entirety of certain aspects of the NSED, GPE-4 would lead to impact at the system level, much beyond the specific school investments it was designed to finance (e.g., curricula reform, EMIS, etc.).

58. ***GPE-4 was designed in an environment of effective donor coordination.*** Following the earlier FTI grants, donor coordination was provided under auspices of the Local Education Group (LEG) established to ensure adequate sector coordination in support of the NSED and MTAP. The LEG is led by the MOES, co-led by UNICEF, Coordinating Agency for GPE in Tajikistan. The design of GPE-4 was to build upon those operations, relying upon their outputs or parallel support for further progress. And for several tasks from the MTAP, supported by the project, the master plans were developed to coordinate joint support with other DPs.

59. ***The GPE-4 preparation team made strategic choices with respect to GPE-4 components and investments.*** During preparation, several additional areas had been considered, including: (a) the move to six-years old as the age for entry to primary school; (b) girls' education; and (c) primary VET. As a result of the team's strategic choices and the MOES' preferences, the Project was focused, ambitious yet realistic in terms of what could be achieved based on earlier support to the MOES, especially in view of the fact that like its predecessor GPE-4 would be implemented by the MOES's existing structure and systems, with technical support where needed.

60. ***The Project's Results Framework was well designed.*** The PDO was concise and well defined, including a specific qualification as to what constituted an "improved learning environment". The Key Development Indicators were limited to those that could both be measured and monitored easily. The Project's Results Chain was concise and appropriate, although it included one indicator that was not captured by the PDO. However, not all Key Development Indicators were outcomes, per se; a specific decision was made during preparation to not set improved primary level learning outcomes as a development objective as it would not be possible within



three years to ensure that measurable improvements in learning levels were achieved especially given that key inputs would have been made close to the project completion date.

61. The Project's overall implementation risk was considered substantial, with two main risks rated substantial: (a) the weak overall capacity of the implementing agency especially in the fiduciary and contract management areas; and (b) sustainability of some activities, especially alternative ECE models. The transfer of implementation to the MOES, started with FTI-3, was to continue under GPE-4, exacerbating the capacity risks. To mitigate this risk, the Grant would follow the same FM and procurement procedures as FTI-3, utilize the same automated FM system, fund training for key MOES staff on management, fiduciary and M&E, and complete the operationalization of the M&E and contract management systems developed under FTI-3. The second substantial risk was difficult to mitigate, but project activities such as the PCF were expected to lead to a more efficient use of resources, and introduction of ECE would be preceded by a thorough evaluation of models including their sustainability in terms of MOES and users.

¹³ Actually, GPE-4 was the second grant: In December 2005, the FTI Board approved two years allocations to Tajikistan (FTI-1 and FTI-2); and in 2009, a bridging fund (FTI-3) was approved



B. KEY FACTORS DURING IMPLEMENTATION

62. ***The Project's initial implementation was slow due to several factors:*** (a) a six-month delay in effectiveness; (b) an internal restructuring of the MOES including abolishment of the Education Policy and Analysis Unit (ARU) responsible for M&E under the project; and (c) the longer than expected time required to hire an international technical assistance for upgrading the primary curriculum and to reach consensus with majority of key stakeholders on a concept of a new competency based curriculum. Delays in the new curriculum package development and complexity of that activity eventually resulted in the DPs' recommendation to introduce the new curricula for both primary and secondary education with a one academic year delay following a pilot. The Project's Development Objectives and Implementation Progress was rated mostly Moderately Satisfactory throughout implementation, with the exception of two periods where it was downgraded to Moderately Unsatisfactory, first to reflect initial implementation delays, and then to reflect the delay in introducing the new curricula and other project activities.

63. ***The Government's commitment to the Project and its PDO was strong throughout.*** The GOT demonstrated unwavering commitment to the project and its objectives throughout implementation, thereby ensuring an enabling environment that was conducive to its successful implementation and results.

64. ***Donor Coordination was continuous, on-the-ground and effective.*** Donor coordination, through the Local Education Donor Group (LEDG), was strong throughout GPE-4's implementation with technical and financial support provided by often multiple donors, including UNICEF, USAID, AKF and EU that worked seamlessly together with the GOT in the driver's seat. This was important since many activities supported by the DPs served a preparatory and/or complementary role to activities financed under the project (e.g., ECE, curriculum reform, inclusive education and pre-school per capita financing). Annex 6 includes summary table of joint support to the MOES's master plans from GPE-4 and other DPs.

65. ***The Mid-Term Review (MTR), including representatives of the MOES and the DPs was carried out from November 16 through December 1, 2015 to review progress.*** The team noted that while the project was catching up to initial delays and several activities were likely to be completed by the closing date, important activities like curriculum reform, provision of furniture and civil works would require a closing date extension to activities and achieve the PDO. The MTR also identified several issues with implementation, including compliance with financial management, with the Resettlement Policy Framework and with monitoring and evaluation (M&E), and downgraded the Project's Development Objective and Implementation Progress ratings to MU given that three out of five PDOs were not expected to be met by September 30, 2016 – the original closing date, and that an extension beyond that date was uncertain.

66. ***With very good implementation progress by mid-2016, the Grant's Closing Date was extended, and it became clear that there would be project savings.*** The MOES had complied with actions to address issues identified by the MTR, and the GPE Secretariat approved the project restructuring that would, inter alia, extend the Grant's Closing Date by one year to September 30, 2017. With this it became clear that the Project would have around US\$1.3 million of savings due to the dramatic depreciation of the local currency against the US\$ and efficient procurement. It was agreed that the MOES would use those savings to achieve the civil works target



under Component 3.1¹⁴ and to continue supporting the curriculum reform component by increasing the coverage of selected activities such as teacher training and publishing of the standard package of materials for primary grades.

IV. BANK PERFORMANCE, COMPLIANCE ISSUES, AND RISK TO DEVELOPMENT OUTCOME

A. QUALITY OF MONITORING AND EVALUATION (M&E)

M&E Design

67. The project had an explicit well developed multi-level monitoring and evaluation (M&E) system: internal and external M&E at the component and the project levels described in the project M&E manual. The project's results framework was well designed and the Key Indicators selected to measure progress towards the achievement of the PDO, while not specifically outcome indicators, were appropriate given the project's short implementation period (Section 2.1). The results framework included one PDO Indicator (EMIS used for data analysis) that was not captured by the PDO, but presumably required to support its achievement. The results framework formed the basis of the Project's M&E Framework Operations Manual, that in addition for definitions, data sources, periodicity, also described internal procedures for implementing departments for monitoring and reporting. M&E design included plans for an evaluation of the Component 2.1 activities' impact on primary classroom teaching-learning practices and management. In-service teacher training would be complemented by on-site visits, structured to include observation of teaching and learning practices. Also, GPE-4 was to fund a baseline study of the key educational indicators at a school level that would benefit from civil works, prior to the start of civil works. Perhaps more importantly, the project was designed to finance several activities and investments that are critical to broader, system-wide monitoring. The first and most important of these was further development of the EMIS, including systems manuals, training of users, etc.

M&E Implementation and Utilization

68. The MOES' Analysis and Education Sector Reform Development Unit (ARU), and later, the MOES's Innovations unit was responsible for M&E, with technical assistance to support it in this effort. Project monitoring reports were compiled and submitted in a timely fashion throughout implementation. With the full implementation of the EMIS (Section II B) now, GPE-4 succeeded in cementing in the MOES a strong culture of monitoring and evaluation.

69. Training programs under Components 1, 2 and 4.2 (teachers of KGs and ELCs, primary school teachers, and school directors and heads of KGs, respectively), were routinely monitored through training observations and the

¹⁴ Sub-component 3.1 was to support rehabilitation and construction of 30 schools, benefitting approximately 7,900 students. By the time of the MTR, the number of construction sites had been reduced from 30 to 26, including two district education departments. This was due to a reduction in the number of schools selected for rehabilitation and an increase in the number of schools selected for construction within the same allocation for civil works. The original list of schools was also revised, as funding from other sources was available to support several schools from the initial GPE-4 list. These changes resulted in a reduction of the number of classrooms rehabilitated/build by 40, although outside financing was expected to cover 115 classrooms in the same catchment area.



data collected fed into the replacing of trainers in certain cases. Also, an evaluation of the Component 2.1 activities' impact on primary teachers' practices (classroom observation by an independent team led by international expert) was carried out and its recommendations contributed to the design of a follow up operation under the second Russia Education Aid for Development grant to Tajikistan (READ-2; 2017-2019). The Project conducted a follow up to a baseline survey on key educational indicators at a school level in the schools which benefitted from the civil works. While it did not directly feed into decision-making under the project, the evaluation confirmed the validity of the project's investments in civil works and provides reliable information and comparative analysis of the behavior and trends of beneficiaries as a result of the improved learning environment resulting from improved school infrastructure. Strengthened monitoring of the civil works under Component 3 at all levels also improved the quality of civil works, and ensured that improved design standards incorporated as a lesson from FTI-3 were followed. Financial monitoring of PCF provides the school directors with discretion to make specific choices on budget allocation and operational and investment choices.

Justification of Overall Rating of Quality of M&E

70. The Overall Quality of M&E is considered **High**. This is justified by the quality of the design of M&E during preparation, defining realistic indicators and targets, identifying key areas for evaluation during implementation, and incorporating TA in project components to strengthen the MOES's ability to not only develop instruments to monitor but also to actually monitor project (and sector) indicators and progress and use that data to feed into decision-making and priority setting. Implementation of this design was carried out on schedule, monitored regularly, and, as a result, utilization of monitoring data has exceeded the Project's original expectations. Evaluations of key activities (e.g., training, civil works), were carried out regularly and in a timely fashion, and findings were internalized and fed into improvements or corrections to improve final outcomes, and improved quality.



B. ENVIRONMENTAL, SOCIAL, AND FIDUCIARY COMPLIANCE

71. **The management and implementation arrangements for GPE-4** were substantially the same as those under FTI-3. The MOES was responsible for decision-making and implementation with its own staff, drawing where needed, on technical assistance to augment fiduciary, management and other capacities for implementation. Each grant component was implemented by the MOES unit that per the Ministry's regulations was primarily responsible for the component's activities.

72. **Safeguards.** Since the project would involve construction and/or rehabilitation of schools, and possibly land acquisition (construction sites would only be identified during preparation), GPE-4 was rated as Category B for environmental assessment purposes, and triggered two of the World Bank's Safeguard Policies: Environmental Assessment (OP/BP 4.01) and Involuntary Resettlement (OP/BP 4.12). The project would apply the Environmental Management Framework (EMF) that had been prepared and applied for FTI-3, and updated for GPE-4. The EMF described the process for preparing site-specific Environmental Management Plans (EMPs) and included a new section that provided a negative list of sites that would not be allowed as location for new schools. Also, as new school construction could involve land acquisition, the project triggered OP 4.12. The MOES updated the Resettlement Policy Framework (RPF) utilized under FTI-3 to be used as a screening device for all activities involving temporary or permanent land acquisition. In the event that land acquisition was to impact livelihoods, the affected persons would be consulted and informed, and Resettlement Action Plan (RAPs) developed. Because the MOES had no previous experience with resettlement¹⁵, the project contemplated the hiring of an expert to help prepare RAPs, if needed.

73. In one instance, a land user had been relocated without the preparation of the RAP. After a retroactive review, with the support from the WB, the project team identified mitigation measures to bring compensation up to OP 4.12 standards and detailed the measures in an Abbreviated Resettlement Action Plan (ARAP). Following the World Bank's advice, the project team prepared an ARAP, including consultations with affected people and collection of baseline livelihood data. Another construction site was noted as resulting in the involuntary acquisition of land. The WB advised the project team to halt any acquisition activities and to prepare an ARAP. The WB requested that the project team continue to review closely any construction sites that could require land acquisition. While the matter for these two schools was being clarified, disbursement for expenditures concerning those sites was suspended. The cases were resolved satisfactorily and disbursement restriction lifted. Given the apparently low level of awareness of the World Bank policies among local authorities and communities¹⁶, the importance of communication channels between communities and the MOES, and the need for improved diligence and oversight on local level land allocation, the MOES distributed and made available information on the RPF, on the Project Grievance Redress Management (GRM) and on the Bank Grievance Redress System (GRS) available publicly at every site where civil works underway.

74. A review of environmental safeguards during the MTR found that based on a review of eight construction sites by an environmental specialist the team considered that most of the executed works financed under GPE-4 complied with WB environmental safeguards, were environmentally safe, and produced no notable impact to the environment during the execution phase or during operation phase.



75. **Financial Management (FM).** The project's FM risk was considered substantial during preparation but was expected to go down after implementation of the following mitigation measures: (a) updating the Project Operational Manual which included the FM Operational Manual for FTI-3 to guide staff in daily FM operations under GPE-4; (b) recruiting a full time paid FM consultant to support the Head of the Department for Accounting and Financial Reporting; and (c) signing a contract to upgrade the automated accounting system to be used by the MOES for project accounting, budgeting and reporting under GPE-4.

76. In early 2015, the World Bank identified FM issues, notably the need to complete the adaptation process for FM software and make it fully functional. This was addressed. IFRs were timely. All financial audits had an unmodified (clean) opinion on the project financial statements and the audited financial statements were acceptable to the Bank. At the same time, the auditor's management letter highlighted several issues and recommendations in the accounting and internal control systems. The MOES developed an action plan to address identified issues, and completed agreed actions expeditiously. In general, the FM arrangements at the MOES, including accounting and report, internal control procedures, planning and budgeting, external audits, funds flow, organization and staffing arrangement were handled well. The MOES was in compliance with the project's financial reporting requirements and submitted satisfactory IFRs in a timely fashion. Further, external audits were submitted on time routinely.

77. The Project's Designated Account (DA) was located in a commercial bank, and there were no delays in transaction processing and all payments were made on time. Nevertheless, given that the entire banking sector in the country faced big challenges (high non-performing loans, insufficient provisioning, liquidity issues, delays in processing transactions/payments and issuing bank statements, etc.), to avoid possible issues with payment delays, the World Bank recommended that the MOES use the direct payments method instead of the DA's advances to the extent possible, submit withdrawal application to document DA balance more frequently, and start recovering the DA advance, upon the Project's imminent closure.

78. **Procurement.** Despite satisfactory procurement performance under previous projects implemented by the MOES, the Project's overall procurement risk was rated high during preparation. Implementation of the following mitigation measure was expected to result in a substantial residual risk: (a) procurement packages would be consolidated to maximize interest from reputable bidders; (b) advertising policy would be established; (c) third party quality assurance and control consultant would be hired to ensure quality of civil works; (d) regular physical inspection mission would be conducted by the World Bank; and (e) public disclosure and transparency provision of the World Bank's Guidelines would be enforced. Procurement plans were updated, and post reviews conducted regularly. The MTR found the project's procurement processes and contract administration generally of good quality and performance of procurement staff at a satisfactory level. Minor recommendations made during post reviews (e.g., on outstanding payments, contract management and advertisement disclosure arrangements) were followed and implemented.

¹⁵ Although FTI-3 triggered the World Bank's Involuntary Resettlement Policy, the project's activities did not result in any involuntary resettlement. Hence, the MOES did not have experience with preparing RAPs.

¹⁶ Because a final list of construction sites was not available at the Project Appraisal, the public disclosure of the RFP was mainly made at the central level and through mass media.



C. BANK PERFORMANCE

Quality at Entry

79. The preparation team ensured a continuation and gradual expansion of activities under earlier GPE projects while incorporating lessons and providing continued coordination with other donors' programs. The Project correctly promoted a gradual shifting of full implementation responsibilities to the MOES (e.g., PCF), with the result that the ministry is now fully capable of sustaining the arrangement. The Project's PDO was carefully formulated and defined, and its Results Framework was realistic, precise, and limited to the indicators that the project could reasonably be expected to impact in its short implementation period (although it eventually required an extension). Following earlier FTI assistance, the project was designed in a way that its activities could be implemented well, its objectives could be met, and, in building upon and providing continuity to prior assistance, could make an important impact on the MOES's institutional capacity to pursue further investments in an effective and efficient manner.

Quality of Supervision

80. The World Bank support was consistent, proactive and effective, and with continuity from the earlier FTI assistance. Coordination with donors was an important aspect of implementation support, especially insofar as several activities under the Project relied on outputs or ongoing activities supported by other donors. The DPs participated actively in World Bank missions, providing their technical staff to complement World Bank support. Implementation support was also pragmatic in terms of agreeing to a minor reduction of the scope of activities under Subcomponent 2.2 (paragraph 27). Finally, implementation support provided consistent attention to the carrying out and analyzing of several evaluation activities, helping to demonstrate to the MOES the importance of good monitoring and evaluation for purposes of correcting course and future planning, thereby helping cement a culture of M&E in the MOES.

Justification of Overall Rating of Bank Performance

81. Overall World Bank Performance is rated Satisfactory, based on similar ratings for both Quality at Entry and Supervision.

D. RISK TO DEVELOPMENT OUTCOME

82. The GOT undoubtedly owns its NSED, and remains fully committed to its implementation through its Mid-term Action Plans. Representatives of the MOF and the MOES make reference to the project's accomplishments—building on those of the earlier FTI phases—with pride, and speak of its many accomplishments, in terms of budgetary management through PCF, monitoring through the EMIS, and general model of training and investment planning and implementation as a model for other sectors. Undoubtedly, the reforms, programs and activities that the project supported will remain a priority for the Government in the



future. Still, there are issues that remain to be addressed, such as the employment conditions of ELC teachers that result in high turnover of trained teachers.

83. The main risk to the Development Outcome is financial, more specifically, in terms of the Government's ability to continue to expand the initiatives supported by the Project (as opposed to its ability to maintain project investments), especially in view of its plans as outlined in the NSED (paragraph 8). The budget allocations to education sector dramatically increased in the last decade in terms of percentage of GDP: from 3.4 percent in 2007 to 4.35 percent in 2015¹⁷ constituting 17.5 percent of the state budget. In 2016, government spending on education reached \$394.8 million¹⁸, an equivalent of 17 percent of the overall state budget and 5.7 percent of GDP. Nevertheless, that clearly falls short of the amounts required given rapidly increasing school aged population and consequences of the civil war in 1990. Project investments are provided with ongoing support through the MOES's budget, and financing of ELCs is to be provided by the communities that, in signing the MOUs, committed to sustaining the ELCs' recurrent costs. Nevertheless, most of the activities supported by the project count on continued support and funding from Tajikistan's DPs. The WB/READ-2 and the USAID funded Read with Me project continue work on assessment in primary grades based on competency based education (CBE) including Student Assessment SABER. The EU-funded Quality Education Support Project (QESP) will support curriculum activities for selected subjects in Grades 5-9. The QESP project will also support work started in the FTI/GPE series on further elaboration of PCF and EMIS. The Islamic Development Bank initiated development of CBE curriculum materials for selected subject in high school (Grades 10-11). UNICEF with GPE financing is preparing analytical work on the move to 12 years of education. Finally, the World Bank with its own and GPE financing is carrying out analytical work on ECE and ECD, with the possibility of eventual project funding in this area.

V. LESSONS AND RECOMMENDATIONS

84. ***Sustained and continuous external funding over time, in a coordinated framework, and with full Government commitment, can have a strong impact not only on results, but on institutional capacity building, as well.*** GPE-4 built upon a longer-term education reform that had been supported by three earlier FTI projects. GPE-4 was ambitious in terms of its implementation schedule (the grant's closing date was extended by one year), but not in terms of its implementation, including donor coordination, and other arrangements. Its satisfactory outcomes are in no small measure the result of sustained involvement by GPE and the donors in earlier phases, continued commitment by the MOES and other government counterparts, and the close and trusting relationship and dialogue that ensued over the years in the context of this assistance. In this sense, GPE's assistance provided an important "umbrella" framework under which external support for Tajikistan's education sector could be provided in a coordinated and effective fashion. The program's longer-term perspective, with assistance bridging a reform program divided in several phases, permitted a process of gradual capacity building that had an important impact on institutional capacity in the end. For example, after the two

¹⁷ Excluding Extra-Budgetary Funds (EBF) and Public Investment Program (PIP).

¹⁸ Including EBF and PIP.



earlier phases, implementation responsibility for project implementation more broadly and for the PCF mechanism in particular was shifted to the MOES with great success (and without a Project Implementation Unit). Similarly, with experience over time, GPE-4 began to count increasingly on the use of Government systems for project implementation, to the point that its design resembled very much that of what would be designated as a Sector-wide Approach.

85. *Government commitment and ownership, together with coordination among donors (when applicable) are fundamental for curriculum reform, and implementation requires advance planning and an adequate implementation period.* The introduction of new curriculum requires the carrying out of several concurrent activities, that require careful planning and implementation, over a longer term, to succeed. This can become even more complex with numerous donors financing different components of the required activities. In this sense, the project's model of the master plan under Component 2.1, with careful definition of the various donors' support, but with the MOES in the driver's seat and fully committed was very successful. Nevertheless, a three-year implementation period is too short for developing, piloting, training teachers, printing and distributing materials to carry out and introduce a new curriculum.

86. *On-the-ground implementation support that is continuous over time can be extremely effective, especially in a low capacity environment.* The project benefited from a continuation of implementation support that had been provided by the earlier FTI series. Over the series of four operations, implementation support was provided by a team based in the World Bank's Tajikistan Country Office, and, more importantly, by continuity in task management, also field-based. This continuous presence allowed hands-on, just-in-time support, and proved instrumental in facilitating the gradual transfer of implementation responsibility from a Project Implementation Unit in the FTI series to the MOES' structure under GPE-4.

87. *Student centered methodology is very effective as a means for inclusion.* But, as the project revealed, to benefit fully from this, teachers need to be trained on the needs of different learners.

88. *Per capita funding for education can work without school autonomy, but when schools have autonomy in decisions on their budget allocation, per capita funding can have an important impact on school efficiency.* Under the project, the student:stavka ratio increased, and the share of the wage bill decreased with per capita funding in schools. And PCF accompanied with autonomy also led to increased capacity of schools and preschools in planning and managing the funds from different sources under one pool of funds which improved efficiency too.

89. *ELCs, or other forms of community-based ECE programs, are a viable model to expanding preschool education, especially in a resource-constrained environment.* Under the project, the ELCs have demonstrated promising results, with support from the communities. Further research is required to compare the outcome of students from ELCs and KGs. Additional thought is required to ensure that the contracting terms for teachers of ELCs are made more compatible, if not identical, to those of KGs to avoid the turnover that affected teachers of ELCs under the Project, and the consequent unnecessary expense in training and retraining them.



90. ***Building good M&E in project, and working with Government through implementation support to show the value and use of information obtained can help develop a solid culture of M&E in the country.*** Once government officials appreciate the importance of good monitoring for developing strategic plans, and for maximizing the use of public resources efficiently, their commitment to developing, carrying out, improving and more importantly utilizing the data and findings of the related monitoring and evaluation systems and studies will increase. The use of the MOES' monitoring systems under the project, together with their further development (which counted upon the Government's full support), not only left in place a high-quality information system, but together with the evaluations that were carried out, left in place a strong culture of M&E in the ministry.



ANNEX 1. RESULTS FRAMEWORK AND KEY OUTPUTS

A. RESULTS INDICATORS

A.1 PDO Indicators

Objective/Outcome: To contribute to improving the learning conditions in pre-school and general education. Learning conditions include education standards and content, TLMs and practices, and/or physical environment

Indicator Name	Unit of Measure	Baseline	Original Target	Formally Revised Target	Actual Achieved at Completion
The number of children enrolled at the pre-school institutions with improved learning conditions.	Number	0.00 01-Sep-2013	18000.00 31-May-2017	18000.00 31-May-2017	18000.00 30-Sep-2017

Comments (achievements against targets): The target is achieved. All beneficiary pre-school institutions are equipped with essential teaching -learning materials (TLMs); project trained 1,182 pre-school teachers (and 24 trainers); and new ECE program is available in the beneficiary pre-school institutions.

Indicator Name	Unit of Measure	Baseline	Original Target	Formally Revised Target	Actual Achieved at Completion
The percentage of primary grade teachers who are training-certified and follow the revised education	Percentage	0.00 01-Sep-2013	50.00 30-Jun-2017	50.00 30-Jun-2017	54.00 30-Sep-2017



program and apply improved teaching-learning practices in Mother-tongue Language and Mathematics

Comments (achievements against targets): The target is achieved. The new curriculum is nationally implemented from September 2016; 5,395 primary teachers (vs. 2,600 planned), 68 educators from PRESET and INSET systems and 187 methodologists were trained on new curriculum; the curriculum package was delivered to all schools; supplementary reading books for primary grades have been delivered to the Rayon Education Departments (REDs) for further delivery to schools. An extended Technical Support Group (TSG) provided methodological support to the rayon methodologists so they in turn could better support primary teachers. A classroom observation to measure the indicator was completed in June, 2017. The findings were presented and discussed at the roundtable in September, 2017

Indicator Name	Unit of Measure	Baseline	Original Target	Formally Revised Target	Actual Achieved at Completion
The number of primary students enrolled at a school with improved learning conditions .	Number	0.00	100000.00	100000.00	160000.00
		01-Sep-2013	30-Jun-2017	30-Jun-2017	30-Sep-2017

Comments (achievements against targets): The target is exceeded. The new curriculum is being implemented nationally from September 2016; 5,395 primary teachers (vs. 2,600 planned), 68 educators from PRESET and INSET systems and 187 methodologists were trained on new curriculum; and supplementary reading books for primary grades have been delivered to the REDs in all rayons and then - to the schools.

Indicator Name	Unit of Measure	Baseline	Original Target	Formally Revised Target	Actual Achieved at Completion
Number of students who benefited from physical infrastructure upgrades	Number	37000.00	44900.00	44900.00	55978.00
		01-Sep-2013	30-Sep-2017	30-Sep-2017	30-Sep-2017



Comments (achievements against targets): The target is exceeded with around 19,000 students studying in school premises built/rehabilitated as the project result (vs.7,900 planned). Such overachievement was due to additional works funded out of the project savings and the project extension.

Unlinked Indicators

Indicator Name	Unit of Measure	Baseline	Original Target	Formally Revised Target	Actual Achieved at Completion
EMIS's data used for analysis by MOE	Text	Education statistical books are published annually 01-Sep-2013	Analytical report based on EMIS data is prepared and discussed 30-Sep-2016	Analytical report based on EMIS data is prepared and discussed 30-Sep-2016	Analytical report based on EMIS data is prepared and discussed 30-Sep-2017

Comments (achievements against targets): The target is achieved. Analytical report based on EMIS data was prepared and discussed. In addition, education statistical editions for academic years 2013/2014; 2014/2015; 2015/2016 and 2016/2017 were published.

A.2 Intermediate Results Indicators

Component: Components/sub-components: 1; 2.1; 2.2; 2.3; 3.1; 4.1; 4.2; 4.3; 4.4

Indicator Name	Unit of Measure	Baseline	Original Target	Formally Revised Target	Actual Achieved at Completion
Pre-school sector analysis is conducted and report is disseminated and discussed	Yes/No	N 30-Sep-2013	Y 31-Dec-2016	Y 31-Dec-2016	Y 30-Sep-2017



Comments (achievements against targets): The target is achieved. All four reviews/analytical works conducted and the reports discussed: pre-school institutions census, legal-regulatory and financing analyses, and pre-school services and facilities assessment.

Indicator Name	Unit of Measure	Baseline	Original Target	Formally Revised Target	Actual Achieved at Completion
Number of additional qualified pre-primary teachers resulting from project interventions	Number	0.00 30-Sep-2013	900.00 01-Mar-2017	900.00 01-Mar-2017	1034.00 30-Sep-2017

Comments (achievements against targets): The target is exceeded. 1,034 pre-school teachers out of 1,212 trained ones have successfully completed training

Indicator Name	Unit of Measure	Baseline	Original Target	Formally Revised Target	Actual Achieved at Completion
Percentage of pre-primary students benefiting from a package of essential teaching-learning materials	Percentage	0.00 30-Sep-2013	28.00 30-Sep-2016	28.00 30-Sep-2016	38.00 30-Sep-2017

Comments (achievements against targets): The target is exceeded

Indicator Name	Unit of Measure	Baseline	Original Target	Formally Revised Target	Actual Achieved at Completion
Standards and programs for the primary grades in key	Text	Standards and programs are partially	Standards and programs are upgraded for core	Standards and programs are upgraded for core	Standards and programs for all primary subjects are



subjects are upgraded.		revised under FTI-3	subjects with focus on competencies and incorporating LSBE	subjects with focus on competencies and incorporating LSBE	upgraded with focus on competencies and incorporating LSBE
		30-Sep-2013	30-Sep-2016	30-Sep-2016	30-Sep-2017

Comments (achievements against targets): The target is exceeded. Standards and programs for primary grades are upgraded for all subjects. New curriculum is being implemented nationally since September 2016.

Indicator Name	Unit of Measure	Baseline	Original Target	Formally Revised Target	Actual Achieved at Completion
Teachers recruited or trained	Number	0.00	2600.00	2600.00	5395.00
		30-Sep-2013	30-Sep-2016	30-Sep-2016	30-Sep-2017

Comments (achievements against targets): Number of additional qualified primary teachers resulting from project interventions. The target is exceeded: 5,395 primary teachers (vs. 2,600 planned), 68 educators from PRESET and INSET systems and 187 methodologists were trained on new curriculum.

Indicator Name	Unit of Measure	Baseline	Original Target	Formally Revised Target	Actual Achieved at Completion
Percentage of primary school children who benefited from provision of supplementary teacher-learning materials	Percentage	0.00	100.00	100.00	100.00
		30-Sep-2013	01-Mar-2017	01-Mar-2017	30-Sep-2017

Comments (achievements against targets): The target is achieved. Supplementary reading books for primary grades have been delivered to all REDs in the country and then- to schools.



Indicator Name	Unit of Measure	Baseline	Original Target	Formally Revised Target	Actual Achieved at Completion
Standards and programs for the secondary grades in Math and Tajik language are upgraded.	Text	Standards and programs are partially revised under FTI-3 30-Sep-2013	Standards and programs are upgraded with focus on competencies and incorporating LSBE 30-Sep-2017	Standards and programs are upgraded with focus on competencies and incorporating LSBE 30-Sep-2017	Standards and programs are upgraded with focus on competencies and incorporating LSBE 30-Sep-2017

Comments (achievements against targets): The target is achieved. Curriculum package for grades 5-11 has been developed based on the results of the pilot for grades 5-6.

Indicator Name	Unit of Measure	Baseline	Original Target	Formally Revised Target	Actual Achieved at Completion
Number of additional children with disability benefiting from access to quality, inclusive education	Number	0.00 30-Sep-2013	750.00 30-Jun-2017	750.00 30-Jun-2017	766.00 30-Sep-2017

Comments (achievements against targets): The target is achieved. 54 CwD benefitted from physical infrastructure adjusted to their needs in 20 schools; 712 CwD benefitted from opened and equipped resource classes for inclusive education in 49 cluster schools. This figure does not include Cwd in the nearby schools and internat which also have access those resource classes.

Indicator Name	Unit of Measure	Baseline	Original Target	Formally Revised Target	Actual Achieved at Completion
Number of additional	Number	725.00	965.00	965.00	1185.00



classrooms constructed or rehabilitated resulting from the project intervention		30-Sep-2013	30-Sep-2017	30-Sep-2017	30-Sep-2017
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Comments (achievements against targets): The target is exceeded.

Nb: Due to the project intervention:

- 202 classrooms were built and 62 classrooms were rehabilitated (totaling in 264 classrooms vs 240 planned).
- Also, according to the MOES, local khukumats rehabilitated 197 classrooms in those schools where the project had renovated roofs. The MOES argues that those 197 classrooms would not had been renovated without renovation of the roofs. That results in 461 built/rehabilitated classrooms in total.

Indicator Name	Unit of Measure	Baseline	Original Target	Formally Revised Target	Actual Achieved at Completion
Development of the NSED monitoring system	Text	No report 30-Sep-2013	Report on the NSED implementation progress is produced 31-May-2017	Report on the NSED implementation progress is produced 31-May-2017	Report on the NSED implementation progress is produced 30-Sep-2017

Comments (achievements against targets): The target is achieved. Report on the NSED monitoring system is prepared and discussed. The NSED progress report is being prepared annually for the government meetings. In 2017, it was also produced for Joint Sector Review.

Indicator Name	Unit of Measure	Baseline	Original Target	Formally Revised Target	Actual Achieved at Completion
Percentage of general education School Directors who upgraded their	Percentage	30.00 30-Sep-2013	75.00 30-Sep-2016	75.00 30-Sep-2016	92.00 30-Sep-2017



knowledge in school management					
Percentage of Kindergarten School Directors who upgraded their knowledge in school management	Percentage	0.00 30-Sep-2013	90.00 31-Mar-2017	90.00 31-Mar-2017	95.50 30-Sep-2017

Comments (achievements against targets): The target is exceeded.. Exceeded due to savings. For directors of secondary schools, training of 2,418 directors was carried out (against plan of 1,900). Of these, 2,356 directors have successfully passed the training. For the pre-schools, training module has been developed, training for 483 directors of public kindergartens (against a plan of 450) was completed in December 2016. Of these, 467 (95.5%) directors have successfully passed the training.

Indicator Name	Unit of Measure	Baseline	Original Target	Formally Revised Target	Actual Achieved at Completion
Percentage of districts whose RED and RFD representatives have been trained to provide PCF support to education institutions	Percentage	0.00 30-Sep-2013	100.00 30-Sep-2016	100.00 30-Sep-2016	100.00 30-Sep-2017

Comments (achievements against targets): The target is achieved.

Indicator Name	Unit of Measure	Baseline	Original Target	Formally Revised Target	Actual Achieved at Completion
Number of new EMIS modules generating a reports based on actual data	Number	0.00 01-Apr-2013	9.00 30-Sep-2016	9.00 30-Sep-2016	17.00 30-Sep-2017



Comments (achievements against targets): The target is exceeded. Modules include for Primary and Secondary professional education and Higher education: (i) Passport of Institutions (based information on institutions such as land area, number of classrooms, etc.); (ii) Students (Grade, Age, Gender, Disabilities, etc.); (iii) Teachers (Training, Years of Work, Gender, Specialization), and (iv) Material-technical base (Furniture, TLMs, etc.). For the Pre-school level, modules include each of these four plus a module on Summary Financial Information.

Indicator Name	Unit of Measure	Baseline	Original Target	Formally Revised Target	Actual Achieved at Completion
EMIS for general education is assessed	Text	No report 01-Apr-2013	Report is produced and discussed 31-May-2017	Report is produced and discussed 31-May-2017	Report is produced and discussed 30-Sep-2017

Comments (achievements against targets): The target is achieved. EMIS SABER report has been produced and presented at the EMIS Conference in April 2017.



B. KEY OUTPUTS BY COMPONENT

Objective/Outcome 1: Contribute to Improving the Learning Conditions in Pre-School Education	
Outcome Indicators	1. The number of children enrolled in the pre-school institutions with improved learning conditions
Intermediate Results Indicators	<ol style="list-style-type: none"> 1. C.1. Pre-school sector analysis is conducted and report is disseminated and discussed 2. C.1. Number of additional qualified pre-primary teachers resulting from project interventions 3. C.1. Percentage of pre-primary students benefiting from a package of essential teaching-learning materials
Key Outputs by Component (linked to the achievement of the Objective/Outcome 1)	<ol style="list-style-type: none"> 1. Carried out four reviews/analytical works and published the reports: (i) pre-school institutions census; (ii) legal-regulatory analysis; (iii) financing analysis; and (iv) pre-school services and facilities assessment. 2. Developed, printed and distributed an integrated package of training materials based on the new ECE program for ELCs; trained 24 trainers and monitors, 127 methodologists, 456 teachers of SKGs and 726 teachers of ELCs. Conducted trainers’ evaluation, monitoring and mentoring to trained teachers. 3. Provided 11,250 children in 450 Kindergartens and 12,360 children in 450 ELCs (23,610 children in total) with a package of essential TLMS, including furniture and toys for the ELCs.
Objective/Outcome 2: Contribute to Improving the Learning Conditions in General Education	
Outcome Indicators	1. The percentage of primary grade teachers who are training certified and follow the revised education program and apply



	<p>improved teaching-learning practices in Mother-tongue language and Mathematics.</p> <ol style="list-style-type: none"> 2. The number of primary students enrolled at a school with improved learning conditions 3. The number of students who benefited from physical infrastructure upgrades
<p>Intermediate Results Indicators</p>	<ol style="list-style-type: none"> 1. C.2. Standards and programs for the primary grades in key subjects are upgraded 2. C.2. Number of additional qualified primary teachers resulting from project interventions 3. C.2. Percentage of primary school children who benefited from provision of supplementary teaching-learning materials 4. C.2. Standards and programs for the secondary grades in Math and Tajik language are upgraded 5. C.2. Number of additional children with disability benefiting from access to quality, inclusive education 6. C.3. Number of additional classrooms constructed or rehabilitated resulting from project interventions
<p>Key Outputs by Component (linked to the achievement of the Objective/Outcome 2)</p>	<ol style="list-style-type: none"> 1. Developed, piloted, monitored pilot, revised, approved, printed and distributed the new standards for primary education adopting the CBE approach, 30 titles of guides for teachers, 11 annexes to textbooks, INSET package (program module for trainer and 4 modules for trainees—72 hours), module for mentors (60 hours), and TLMs (including reading books for primary grades) to all general schools in the country. 2. Trained 130 trainers, 5,408 primary teachers (including 48 heads of methodological units in schools) and 55 university teachers in the use of the package of new primary standards, and 187 mentors



(methodologists) in mentoring skills on introduction of new package; monitored and mentored trained teachers, evaluated trainers and INSET courses. MOES trained 27,800 primary teachers for national introduction of the developed package using the state budget funds.

3. Carried out an impact assessment of training of teachers, educational and methodical materials and updated educational program on educational and methodical practice;
4. Developed, printed, distributed, piloted, revised and approved standards and programs in Mathematics and Tajik language based on competencies for grades 5-6, including teachers' guides, programs and materials for the training of pilots; developed curriculum package for these two subjects for grades 7-11 based on grades 5-6 pilot.
5. Trained 72 teachers of grade 5-6 pilot schools, trained 157 trainers for national introduction in grade 5-6 Mathematics and Tajik language. MOES trained 27,500 teachers for grade 5-11 national introduction in Math and Tajik language (of which 21,300 were certified);
6. Adapted physical infrastructure in 20 schools for CwD (toilets, ramps and paths) reaching 54 CwD, compiled list of materials for inclusive education (including computer equipment, furniture and equipment, teaching materials and training guides for resource classes), opened and provided materials on inclusive education to 49 resource classes reaching 712 CwD.
7. Provided desks, chairs for grades 1-11, tables and chairs for teachers, blackboards, computer tables and chairs, bookcases, wardrobes, furniture for Directors' offices, shelves for library and conference room furnishings



	8. Due to project intervention 30 toilets, 202 classrooms and 2 RED buildings were constructed, and 259 classrooms were repaired (including 62 with direct project funding).
Objective/Outcome 3: Strengthen System Capacity at the Central and Local Level to Manage the Education System	
Outcome Indicators	1. EMIS' data used for analysis by MOES.
Intermediate Results Indicators	<ol style="list-style-type: none"> 2. C.4 Development of the NSED monitoring system. 3. C.4 Percentage of School Directors who upgraded their knowledge in school management. 4. C.4. Percentage of districts whose RED and RFD representatives have been trained to provide PCF support to education institutions. 5. C.4. Number of new EMIS modules generating a report based on actual data. 6. C.4 EMIS for general education is assessed.
Key Outputs by Component (linked to the achievement of the Objective/Outcome 2)	<ol style="list-style-type: none"> 1. Developed and discussed NSED monitoring system. The report was used for annual reporting on NSED progress for the government and Joint Sector Review. 2. Developed and adopted package of materials for Directors' Training, and transmitted to RIITT; trained 55 RIITT trainers; trained 483 heads of state kindergartens on FM; trained 2,418 directors of secondary schools on FM and pedagogical leadership. 3. Developed 17 EMIS modules for Pre-School, Primary and Secondary VET, and Higher Education. 4. Prepared and discussed education sector analytical report based on the EMIS data. 5. Developed and published statistical collections of the MOES for 2013/14, 2014/15, 2015/16, and 2016/17 academic years in Tajik, Russian and English languages and distributed them among the MOES's relevant structures;



6. Carried out seminars and trainings on EMIS modules, EMIS Data Analysis, Development of M&E Indicators for Education
7. Conducted EMIS Assessment on the basis of SABER methodology (presented at EMIS Conference).
8. Developed normative documents for transferring of public SKGs to PCF; conducted seminars, training events to learn and exchange experience with PCF directed at school directors, accountants, economist at REDs, PTAs.
9. Developed monitoring indicators for monitoring implementation of PCF in SKGs, monitored and analyzed data from districts and schools.
10. Developed standardized training materials, trained national trainers on accounting for PCF, and subsequently conducted 6-day trainings for school accountants.
11. Provided technical support to MOES, REDs and management on PCF implementation.



ANNEX 2. BANK LENDING AND IMPLEMENTATION SUPPORT/SUPERVISION

A. TASK TEAM MEMBERS

Name	Role
Preparation	
Supervision/ICR	
Saodat Bazarova	Task Team Leader(s)
Dilshod Karimova	Procurement Specialist(s)
Niso Bazidova	Financial Management Specialist
Sujani Eli	Team Member
Angela Nyawira Khaminwa	Social Safeguards Specialist
Cesar Niculescu	Environmental Safeguards Specialist
Shahlo Norova	Team Member

B. STAFF TIME AND COST

Stage of Project Cycle	Staff Time and Cost	
	No. of staff weeks	US\$ (including travel and consultant costs)
Preparation		
FY12	.400	1,875.04
FY13	.675	3,164.13
Total	1.08	5,039.17
Supervision/ICR		
FY14	20.234	154,651.07
FY15	27.256	167,711.36
FY16	55.777	239,957.30
FY17	22.677	47,743.12



FY18	20.713	68,494.95
Total	146.66	678,557.80

ANNEX 3. PROJECT COST BY COMPONENT

Components	Amount at Approval (US\$M)	Actual at Project Closing (US\$M)	Percentage of Approval (US\$M)
1. Increasing access to quality early childhood education programs	2.55	2.16	84.70
2. Enhancing quality of education	3.25	3.62	111.40
3. Improving child-friendly learning environments	8.00	7.88	98.50
4. Strengthening system capacity	2.40	2.54	105.80
Total	16.20	16.20	100.00



ANNEX 4. EFFICIENCY ANALYSIS

1. The Project exceeded its original economic justification based on the achievement of expected outcomes, and the unit costs of project inputs were reasonable. Further, the implementation resulted in costs savings due to efficient procurement. However, in view of the one-year extension and need to train additional ELC teachers, the Project's Efficiency is rated **Substantial**.

1. A full economic analysis was not prepared at Appraisal. Rather, the Project's economic justification was presented in terms of the rationale and effectiveness of the proposed activities, especially given evidence of the importance of cognitive and non-cognitive skills developed in early childhood upon future learning and labor market success and of improved teaching quality at the basic education level upon cognitive benefits and greater long-term schooling outcomes in terms of higher test scores, higher enrolment in secondary and tertiary education, deeper understanding of education materials, as well as lifelong outcomes reflected in higher rates of employment and higher expected earning upon graduation. The Project exceeded majority of its expected outcomes, and therefore in comparing ex-post results with expected results at Appraisal, its economic efficiency, following the analysis prepared at Appraisal, could be considered **High**.

2. The unit costs of project-supported inputs for training and construction were very favorable, while for furniture and equipment, costs were slightly above historical averages, but that increase is justifiable. The average unit costs per trainee (including travel, lodging, per diem, breaks, stationary and certificates, but excluding the costs of TOT) were as follows: (a) TJS1,279 for primary teachers (10 days in the regions); (b) TJS1,879 for primary school directors (15 days in Dushanbe); (c) TJS919 for KG and ELC teachers (7 days); and (d) TJS559 for KG Heads. This is comparable with TJS130 per trainee per day under teacher training courses funded by the state budget as the MOES followed the state norms for trainings under GPE-4. Unit costs of training under other donor-supported projects is much higher. The unit costs of furniture and equipment went up from US\$420 in average per set under FTI-3 to US\$475 under GPE-4 for two reasons: modified technical specifications to improve quality of supplies, and the limited number of suppliers and qualified manufacturers in the domestic market. Even so, savings in furniture and equipment procurements from what had been originally allocated allowed the Project to finance the furnishing of a greater number of schools. Further, the Third-Party Verification (TPV) of furniture and equipment arranged by the World Bank found that all had been distributed to schools as required, were being locked, secured and protected. The TPV also noted that quality of furniture under GPE-4 had significantly improved due to accommodation of the recommendations of the TPV for FTI-3 by the MOES and the MOES' measures to monitor quality of the provided goods. Goods provided to ELCs (Component 1) and resource classes (Sub-component 2.3) were of good quality. However, equipment for inclusive education was not fully utilized due to lack of teachers' knowledge on how to use such equipment (Braille notebooks, acoustic trainer). The unit costs of classroom construction were favorable as compared to those of classrooms financed by the MOES and by a donor-financed project, as follows:



Table 1: Unit costs of classroom construction (US\$/square meter)

Type	GPE-4 ¹⁹	MOES	Other donor funded
School with 6 classrooms	352		
School with 7 classrooms		368	
School with 8 classrooms	347	336	463
School with 10 classrooms	326		365
School with 12 classrooms	300		
Average	331	352	408

3. Nevertheless, the Project was implemented with a one-year extension in order to allow the Government to complete its activities, mainly the ones related to new curriculum introduction, and the high turnover of ELC teachers resulted in increased resources spent on teacher training (paragraph 36). The grant had a catalytic effect in mobilizing budget resources to roll out the new curricula to all schools in the country and to introduce PCF in preschools nationally.

¹⁹ Including separate toilets for disabled which is not part of a design under other sources.



ANNEX 5. BORROWER, CO-FINANCIER AND OTHER PARTNER/STAKEHOLDER COMMENTS



ANNEX 6. SUPPORTING DOCUMENTS (IF ANY)

SUMMARY TABLE

**Joint Support to MOES’s Master Plans
By GPE-4 and Development Partners**

#	Action	Development Partner	National Counterpart
1.	Component 1. Increasing access to quality early childhood education programs		
1.1	Sector analysis: <ul style="list-style-type: none"> • Pre-school institutions census • Analysis of pre-school financing • Analysis of pre-school legal framework • Pre-school’s facility and delivery assessment. 	GPE-4	MOES
1.2	Revision of ECE program, development of INSET program and modules, development of methodological materials	AKF, UNICEF	RIITT
1.3	Finalization of the list of supplementary TLMs to be supplied under GPE-4, including revision of specifications	GPE-4, AKF, UNICEF	AOE, MOES
1.4	Printing of the ECE programs	AKF, UNICEF	MOES
1.5	Printing of INSET package	GPE-4, AKF	MOES
1.6	Training of Trainers	GPE-4, AKF	RIITT
1.7	Teacher Training, mentoring, monitoring, evaluation.	GPE-4	RIITT
1.8	Procurement and delivery TLMs, toys, furniture	GPE-4	MOES
1.9	Community mobilization, monitoring of ELCs’ operation and utilization of provided goods	GPE-4	MOES
1.10	Technical reviews of ECE program implementation (within the Bank regular supervisions)	AKF, UNICEF	MOES, RIITT
2.	Components 2.1 and 2.2. Upgrading General Education Content and Practices		
2.1	Awareness raising on the LSBE and recommendations on inclusion of LSBE into new curriculum	UNICEF	AOE,RIITT
2.2	Development of the primary grades package for all subjects except reading	GPE-4	MOES, AOE, RIITT
2.3	Development of the primary grades package for reading	USAID	MOES, AOE, RIITT
2.4	Integration of the package for reading and recommendations on LSBE into primary grades package	GPE-4	MOES, AOE, RIITT



2.5	New curriculum pilot, package finalization	GPE-4	MOES, AOE, RIITT
2.6	TOT	GPE-4, USAID	RIITT
2.7	Teacher and educational staff training (number of trainees)	GPE-4 (5,800), State Budget (27,800)	RIITT
2.8	Mentoring support to teachers, monitoring	GPE-4	MOES, AOE, RIITT
2.9	Procurement of TLMs, reading materials,	GPE-4	MOES
2.10	Printing of INSET package, supplements to textbooks, etc. (number of copies)	GPE-4 (2.6 million), State Budget (0.9 million)	MOES
2.11	Classroom observation	GPE-4	AOE, RIITT
2.12	Development of the Grades 5-11 package for Math. and Tajik language	GPE-4	MOES, AOE, RIITT
2.13	TOT and pilot teachers' training	GPE-4 (130)	RIITT
2.14	Mentoring support to pilot teachers, monitoring	GPE-4	MOES, AOE, RIITT
2.15	Teacher training for national implementation	State Budget (21,300)	RIITT
2.16	Printing of curriculum package	GPE-4, State Budget	MOES
2.17	Textbooks development and evaluation criteria methodology development and training	GPE-4	MOES, Textbooks Center, AOE, RIITT
3.	Component 2.3. Promoting Inclusive Education		
3.1	Needs assessment and baseline study	UNICEF	MOES
3.2	Selection of beneficiary schools	GPE-4, UNICEF	MOES
3.3	Adjustment of physical infrastructure for CwD in 20 schools (toilets, ramps)	GPE-4	MOES
3.4	Hygiene education in those 20 schools	UNICEF	RIITT
3.5	Compilation of a list of TLMs for resource classes	GPE-4, UNICEF	MOES
3.6	Selection of 49 beneficiary schools	GPE-4, UNICEF	MOES
3.7	Procurement and provision of TLMs to those 49 schools	GPE-4	MOES
3.8	Community mobilization, teacher training and inclusive education promoting campaign in the beneficiary schools	UNICEF	MOES
3.9	Final evaluation of joint intervention	UNICEF	MOES
4.	Component 4.3: Per capita financing in State Kindergartens		
4.1	Design of PCF model for SKGs	UNICEF	MOES
4.2	PCF working group support	UNICEF	MOES
4.3	PCF model pilot and national scale up	GPE-4	MOES



BORROWER’s ICR

SUMMARY PROJECT IMPLEMENTATION REPORT²⁰

Project Rationale

This is the fourth grant provided by the GPE to Tajikistan.

On October 1, 2013 the Grant Agreement between the Government of the Republic of Tajikistan and the International Bank for Reconstruction and Development and the International Development Association, acting as an administrator of grant funds under the Global Partnership for Education Multi-donor Trust Fund, was signed to allocate funding for the education sector of Tajikistan to the amount of US\$16.2 million in the form of grant.

The first two grants (FTI-1 and FTI-2) were fully disbursed and successfully implemented in 2007 and 2010, respectively. The previous grant (FTI-3) was also fully committed by mid-2013. According to the donor reviews, implementation of all three grants was assessed as satisfactory.

The Project Development Objective is to help improve the learning environment in the pre-school and general education systems. In this context, the learning environment means the standards of educational programs and curricula content, materials and teaching and learning practices, as well as a physical environment.

The Fourth Global Partnership for Education (GPO-4) Grant builds on the achievements of the previous grants, continues to carry out some activities and supports new interventions such as early childhood development and inclusive education, where the work is carried out by other development partners, including UNICEF, AKF, USAID and OSI.

The Grant contributes to the achievement of the following NEDS objectives:

- (i) increasing the coverage and quality of education for young children;
- (ii) modernization of the content of general education by increasing its relevance and ensuring a transition from the knowledge-based to a competence-based model;
- (iii) promoting improvements in the teachers’ performance;
- (iv) improving the existing physical infrastructure at schools and building of new schools to accommodate population growth; and
- (v) strengthening the managerial capacity of the education system and enhancing its effectiveness.

Key Project Data

Categories	Data
Date of Project Signature	1 October, 2013
Date of Project Effectiveness	27 February, 2014
Initial Project amount	US\$ 16,2 million.
Total amount disbursed as of September 30, 2017	US\$ 16,15 million (99,68%)
Initial Closing Date	30 September, 2016
Revised Closing Date	30 September, 2017

Project Development Objectives Indicators

All project indicators and planned activities were successfully achieved and fully implemented; moreover, some indicators of the project were exceeded (see Annex 1). The project was extended for one year based on the proposal of the donor community to pilot the newly developed curricula before their nationwide

²⁰ Summary of the final report on the Fourth Global Partnership for Education Project



implementation.

Project Implementation Arrangements and Management

The Ministry of Education and Science of the Republic of Tajikistan was designated as the Implementing Agency for the Project. The National Coordinator of the Project was the Ministry of Education and Science of the Republic of Tajikistan. The overall coordination of the Project and implementation of activities under the components 3.1, 3.2, 4.3 and 4.5 was carried out by the Deputy Minister for economic affairs. The Coordinator for the project activities under the components 4.1, 4.2 and 4.4 was the First Deputy Minister. Activities under components 1 and 2 were coordinated by the Deputy Minister for pre-school and general secondary education issues. Thus, the project reporting system was maintained in line with the reporting system currently in place at the MOES. Meetings of the sectoral deputy ministers focused on the relevant issues of the project were conducted on a weekly basis, and the final monthly reports were submitted to the Minister of Education for review. Monthly, quarterly, semi-annual and annual progress reports on the status of the project implementation were provided to the Government of the Republic of Tajikistan, the relevant authorities and the WB. Implementation of components was carried out by the relevant offices and departments of the MOES involving public educational institutions and some donor partners.

Table 3. GPE-4 management structure and implementation by components

Components	Name of Component	Project Components Implementation Participants		
		MOES Units and Departments	MOES Agencies	Donor Partners
1	<i>Increasing access to quality early childhood development programs.</i>	<i>Preschool and General Secondary Education Department</i>	<i>AST, IDE, RMTC, RIITT, TDC</i>	<i>Aga Khan Foundation, UNICEF</i>
2	<i>Improving general secondary education programs and teaching practices.</i>			<i>UNICEF, USAID</i>
3.1.	<i>Increasing access to children-friendly schools.</i>	<i>Capital Construction Department (CCD)</i>		
3.2.	<i>Providing subjects for the development of children-friendly schools.</i>	<i>Procurement Unit</i>		
4.1.	<i>Strengthening management capacity.</i>	<i>Personnel Management and Special Works Department</i>		
4.2.	<i>Sub-component 4.2: Training of school principals and heads of pre-school facilities.</i>	<i>RIITT</i>		
4.3.	<i>Subcomponent 4.3: Per capita financing.</i>	<i>Economics and Planning Department</i>		<i>UNICEF</i>



4.4.	<i>Education Management Information System (EMIS).</i>	<i>EMIS Unit</i>		<i>UNICEF</i>
4.5.	<i>Project management, monitoring and evaluation.</i>	<i>Science and Innovations Department</i>		

To ensure coordination and effective implementation of the project and its components by the MOES RT, the Project Coordinator, Assistant to the Project Coordinator, Translator-secretary, M&E, Procurement, Financial Management and Disbursements Consultants, as well as Local Consultants for Components 1, 2, 3, 4.2, 4.3, 4.4 were hired through competitive bidding and fully integrated into the relevant departments and units of MOES of Republic of Tajikistan.

Key Project Achievements

- A series of important analytical work and studies are used to formulate further plans and policy-making in education sector, including the development of methodology and tools for external and self-evaluation of pre-school facilities.
- Through the project support the MOES was able to introduce a new competence-based curriculum package in primary school at the national level.
- Through the project support the MOES was able to implement the PCF mechanism in pre-school facilities across the country.
- Through the project support the MOES completed activities required to finalize the EMIS, specifically its integration into all other levels of education. The International EMIS was conducted in Dushanbe in April 2017.
- The project significantly enhanced the institutional capacities in education since the entire technical assistance was aimed at strengthening of the existing government agencies, and all project activities were managed and/or implemented by those agencies.
- The project significantly strengthened managerial and technical capacities in the sector, including through training programs, the effectiveness of which was monitored and assessed through the M&E system of the project.
- The project M&E system was recognized as one of the best in the education sector.
- The project helped the MOES to coordinate the activities of other partners based on the developed Master Plans (components 1, 2.1, 2.2, 2.3, and 4.3.1).

Use of Project Results and Project Sustainability

Outside its scope, the project results/deliverables are used as follows:

- The results of the surveys were used by the MOES and its donor partners during the Joint Education Sector Review conducted in spring 2017 and shall be used to update the Action Plan (ESP) under the NEDS and while formulating the next NEDS and programs.
- Recommendations with regard to the analysis of funding and legal and regulatory framework of the pre-school education system were partly included in the draft Government Pre-school Education Development Program for 2017-2021 and in the Guidelines on the collection and use of child support funds and other sources of income in pre-school educational facilities.
- The new curriculum package for primary school, designed under the project, was approved by MOES and implemented at the national level:
 - o The package was adopted in all schools of the Republic as the single Government Package;
 - o The program and module for professional development of primary school teachers is used by RIITT



- for regular in-service teacher training. Using this package, the MOES had trained all other primary school teachers (29,000 teachers) across the country using budgetary funds.
- o All trained trainers for the in-service training of primary school teachers are the lecturers of the RIITT and its branches. At the same time, all trainers are the staff members of the RIITT, HEIs, teacher training colleges and employees of the ELCs, who continue to apply the new knowledge in their daily activities.
- Since the project did not support any bodies specifically established for the project, but only existing and independent establishments working within their own budgets (including pre-school educational facilities and ELCs), the activities of the supported establishments would not be ceased after the project closure, while the institutional capacity of those establishments was strengthened under the project.
- Technical specifications for furniture (ELCs, schools) and other goods (e.g., baby toys for ELCs), developed by the project, were recommended to the MOES to be used under public and other types of procurement contracts.
- Technical designs of schools, developed under the FTI/GPE-4, were recommended to the MOES to be used in the construction of schools in rural areas.
- MOES annually prepares a report for the Government on the progress in the NEDS implementation using the NEDS’ indicators and results framework developed under the project.
- The Agency for Statistics under the President of Tajikistan adopted the EMIS-based indicator and reporting framework, and no longer needs to collect these data separately; it uses the data and reports produced by the MOES based on EMIS database (Order No. 43 dated August 28, 2017). The MOES is going to continue publishing statistical bulletins on the basis of EMIS data.
- The PCF implementation is in progress at the national level in schools and pre-school facilities without any support from the project.

The project design remained relevant even after the project closure in all areas of the project activity, as confirmed by the projects of other donors, which followed up on the project activities or built on the project results:

Project Activity	Relevant external on-going / planned operation
Access to ECED	Analytical work by WB (Bank and GPE) on ECE and ECD with potential project
Revision of curriculum in primary grades – move to CBE	UNICEF (GPE) analytical work on move to 12 years’ education
Move to CBE in secondary grades	The WB/READ-2 and the USAID funded Read with Me (RWM) projects continue work on assessment in primary grades based on CBE including Student Assessment SABER (WB/READ2)
Move to CBE in secondary grades	The EU funded Quality Education Support Project (QESP) will support similar activities for selected subjects in grades 5-9 Islamic Development Bank (IDB) Initiated development of CBE curriculum materials for selected subjects in high school (grades 10-11)



School infrastructure upgrade	<p>Все разработанные проекты школ и ПСД используются МОНРТ и предоставляются для других организаций как типовые здания школ.</p> <p>All developed designs of schools and DED projects are used by the MoES of the Republic of Tajikistan and are provided to other organizations as standard school buildings.</p>
Education management and financing	<p>The EU funded QESP will also support work started in FTI/GPE series on further development of PCF and EMIS</p> <p>The WB Higher Education Project will analyze HE financing to provide policy options for HE financing reform</p>

Financial Status of the Project during the Reporting Period

Since the inception of the project until December 31, 2017 the Trust Fund administered by the World Bank had transferred to the project bank account opened at CJSC "Spitamem-Bonk" financial resources in the amount of US\$16,200,000.00.

In general, during the period from the project start till its closure on December 31, 2017, the project had disbursed a total of US\$16,214,222.83. Additional funds were received as an income generated as a result of the exchange rate difference (US\$10159,52) and other funds through the sale of tender packages, etc.

Components	Budget (US\$ mln.)		
	Original	Revised/ Actual	%
Component 1. Increasing access to early childhood learning programs.	2,55	2,16	85%
Component 2. Improving general secondary education programs and teaching practices.	3,25	3,62	111%
<i>Sub-component 2.1: Modernization of primary education curriculum and pedagogy.</i>	2,15	2,46	114%
<i>Sub-component 2.2: Modernization of general secondary education curriculum and pedagogy.</i>	0,35	0,31	90%
<i>Sub-component 2.3. Promotion of inclusive education.</i>	0,75	0,67	90%
Component 3: Improvement of children-friendly learning environment.	8,0	7,88	98%
<i>Sub-component 3.1: Increasing access to children-friendly schools.</i>	7,0	6,88	98%
<i>Sub-component 3.2: Providing subjects for the development of children-friendly schools.</i>	1,0	1,00	100%
Component 4: Strengthening the education system capacity.	2,4	2,54	106%
<i>Sub-component 4.1: Enhancing management capacity.</i>	0,12	0,12	101%



<i>Sub-component 4.2: Training of school principals.</i>	0,8	0,83	104%
<i>Sub-component 4.3: Per capita financing.</i>	0,19	0,19	99%
<i>Sub-component 4.4: Education management information system.</i>	0,09	0,11	124%
<i>Sub-component 4.5: Project management, monitoring and evaluation</i>	1,2	1,29	107%
TOTAL	16,2	16,20	100%

Performance evaluation

Throughout the project life, *the MOES* was fully and actively involved in the implementation of the project. The ministry in cooperation with the WB team had effectively implemented the planning, M&E and management systems for the project, which promptly responded to the shortcomings and difficulties in the project implementation through the timely remedial action. The MOES closely cooperated with the World Bank and other donor organizations (UNICEF, USAID, Aga Khan Foundation, EU, etc.) to increase the effectiveness of the project implementation. The overall project performance was assessed as satisfactory.

The WB team’s performance was assessed as highly satisfactory, as timely and thoughtful comments and recommendations of the WB team with regard to all areas of project activity helped improve the project implementation arrangements and methodology. The MOES competence in the field of planning, M&E and risk management significantly improved. At the same time, the quality of implemented activities enhanced, thereby leading to the effective achievement of project results indicators.

The project partners’ performance (UNICEF, USAID, Aga Khan Foundation, EU, etc.) was assessed as satisfactory. Collaborative efforts under the project resulted in improved and scaled-up implementation of the project activities.

Key Project Results. Partnership. Use. Sustainability

<i>No</i>	<i>Activity</i>	<i>Development partner</i>	<i>National partner</i>	<i>Actual implementation</i>	<i>Post-project use / institutionalization / next steps</i>
Component 1: Increasing access to quality early childhood learning programs (ECL)					
1	Revision of ECL program	AKF and UNICEF	RIITT	Revised. The program was published (450 copies.) for the ELCs beneficiaries.	A new program is available in pre-school education facilities. Approved by the MOES RT Collegium Decision #19/8, dated 29.09.2014. It is used by the RIITT for PDCs.



<i>No</i>	<i>Activity</i>	<i>Development partner</i>	<i>National partner</i>	<i>Actual implementation</i>	<i>Post-project use / institutionalization / next steps</i>
2	<i>Sectoral analyses:²¹ (i) Census of pre-school facilities and ELCs; (ii) Analysis of pre-school education financing; (iii) Analysis of the regulatory framework of pre-school education; (iv) Analysis and assessment of the status of pre-school education.</i>	GPE-4	MOES RT, NGO and TA	<i>Four analyses conducted and their results discussed. The methodology and tools for external and self-evaluation of pre-school facilities developed.</i>	<i>The results of the analyses are used by the MOES RT for further sector development planning, as well as during formulation of NEDS and program design. Recommendations with regard to the analysis of funding and legal and regulatory framework of the pre-school education system were partly included in the draft Government Pre-school Education Development Program for 2017-2021 and in the Guidelines on the collection and use of child support funds and other sources of income in pre-school educational facilities.</i>
3	Community mobilization in support of the ELCs	GPE-4	NGO	Conducted in 32 districts for population covered by 450 ELCs.	Informed parents and representatives of the 450 pilot Jamoat ELCs contributed to the dissemination of this experience. Increase in the number of ELCs.
4	Review and finalization of the PDC program, including training of trainers and testing.	AKF and UNICEF	AET, EDI, RIITT	Done. Circulation – 2100 copies. 24 trainers trained	Approved by the MOES RT Collegium Decision #19/8, dated 29.09.2014. It is used by the RIITT for PDCs on a regular basis.
5	<i>Conducting PDCs for the pre-school facilities (nurseries) teachers and ELCs teachers</i>	<i>GPE-4</i>	<i>RIITT and its branches</i>	<i>1034 pre-school facilities teachers and ELCs teachers out of 1182 trained</i>	<i>All PDC graduates are engaged in the education sector. Reports and test results</i>

²¹ The text of the Plan shown in italics represents the key project indicators.



No	Activity	Development partner	National partner	Actual implementation	Post-project use / institutionalization / next steps
				<i>earlier were successfully trained and received methodological support.</i>	<i>were discussed and shared with the relevant agencies of the MOES RT.</i>
6	<i>Procurement and distribution of educational materials and reading materials.</i>	GPE-4	MOES RT, AET	<i>92 names of reading materials and 32 educational materials procured and distributed.</i>	<i>38% of children from pre-school facilities and ELCs benefit from modernized package of educational materials in 450 pre-school facilities and 450 ELCs.</i>
7	<i>Procurement and distribution of furniture, toys, washstands, carpets and electric stoves.</i>	GPE-4	MOES RT	<i>450 ELCs equipped</i>	<i>These goods are used by 450 ELCs 18 thousand children study in ELCs with improved conditions environment</i>
Component 2: Improving general secondary education programs and teaching practices					
1	Development of the educational standards concept.	FTI-3	AET RT	Developed	Approved by the MOES RT Collegium Decision #33, dated February 28, 2013.
2	Raising awareness about life skills-based education (LSBE)	UNICEF	AET	A number of seminars with participation of the international consultant held.	The software developers and textbooks authors were trained.
3	Development of LSBE package for 1-11 grades.	UNICEF	AET, RIITT	The recommendations related to the introduction of LSBE in subject standards for 1-11 grades prepared.	The recommendations were implemented by the education sector and taken into account when preparing a new curriculum for primary grades and for Mathematics and Tajik language for 5-11 grades.
4	<i>Development of the package of materials for Mathematics and Tajik language for 5-11 grades.</i>	<i>FTI-3, GPE-4</i>	<i>MOES, AET, RIITT</i>	<i>The package for Mathematics and Tajik language for 5-11 grades prepared (standard for the</i>	<i>Package implementation across the country as of September 2017. The MOES RT decided to implement the whole</i>



<i>No</i>	<i>Activity</i>	<i>Development partner</i>	<i>National partner</i>	<i>Actual implementation</i>	<i>Post-project use / institutionalization / next steps</i>
				Tajik language, 7 items of teacher's guide on Tajik language, 2 annexes to textbooks, standard for Mathematics, 7 items of teacher's guide on Mathematics and 2 enclosures to textbooks), as well as the program and module for the PDCs for the teachers of Mathematics and Tajik language (48 hours).	package independently. It is used during regular teachers' PDCs conducted by the RIITT.
5	Development of the package of materials ²² for primary grades in all subjects except for the Tajik language and Tajik language standards.	FTI-3, GPE-4	MOES, AET, RIITT	A package of 8 items (subject standard, 30 titles of the teacher's guide, 11 textbook enclosures) prepared and approved by the Decision of the Collegium of the MOES RT on June 13, 2016, No. 8/46. The PDCs package for primary school teachers (program, module for trainer, 4 modules for trainees) approved by the Collegium of the MOES RT on April 28, 2016, No. 6/37. Consolidation of the entire package (including the Tajik language).	Introduction of the package across the country (Order of the Minister of Education and Science as of 11.08.2016, No. 2562) It is used as the official module of the PDCs for the primary school teachers from the RIITT.

²² The package includes subject standards, curricula, teacher's guide, as well as in-service teacher training courses package.



<i>No</i>	<i>Activity</i>	<i>Development partner</i>	<i>National partner</i>	<i>Actual implementation</i>	<i>Post-project use / institutionalization / next steps</i>
6	Standards-based development of the package of materials for the primary grades on the Tajik language.	USAID	MOES, AET, RIITT	The module for 18 hours, pilot version of the Tajik language and its editing prepared.	Consolidated materials for the primary school package.
7	Baseline survey on the competence-based teaching practices applied in the primary grades.	GPE-4	MOES, AET, RIITT	The baseline survey not conducted, because such practices were never applied in the country earlier, i.e. baseline data – 0.	
8	<i>Procurement of primary school teaching and learning materials (TLMs)</i>	<i>GPE-4</i>	<i>MOES</i>	<i>Copied and distributed: 4000 copies of the standard; 290000 copies of the Guide for teachers; 530000 copies of textbook enclosures; 22592 copies of PDCs modules; 1 731 600 copies of reading materials; 8000 copies of CDs.</i>	<i>All (100%) of primary school pupils in the Republic benefited from the additional TLMs provided. They are used by the entire education sector: teachers, school principals and vice principals, education departments and units, MOES and its branches.</i>
9	<i>Training of primary school teachers</i>	<i>GPE-4</i>	<i>RIITT</i>	<i>Certified under the new package: - 130 trainers; - 5463 teachers; - 187 mentors (methodists).</i>	<i>All trainers trained are the lecturers of the RIITT and its branches. At the same time, all trainers are staff members of the RIITT, HEIs, teacher training colleges and education departments, who continue to apply this knowledge in their daily activities. 52% of primary school teachers are implementing the new learning standards.</i>



<i>No</i>	<i>Activity</i>	<i>Development partner</i>	<i>National partner</i>	<i>Actual implementation</i>	<i>Post-project use / institutionalization / next steps</i>
10	<i>The mid-term and final assessment of results of primary school intervention.</i>	<i>GPE-4</i>		<i>52% achieved, the indicator under this sub-component was exceeded.</i>	<i>52% of primary school teachers apply new teaching standard and practices.</i>
11	<i>Training of trainers on Mathematics and Tajik language for 5-11 grades.</i>	<i>GPE-4</i>	<i>RIITT</i>	<i>157 trainers trained (81 in Tajik language and 76 in Mathematics).</i>	<i>They are used by the RIITT and its branches during regular PDCs for teachers.</i>
12	<i>Development of guidelines and criteria for textbooks evaluation.</i>	<i>GPE-4</i>	<i>MOES, Textbooks Center, AET, RIITT</i>	<i>Guidelines for authors developed.</i>	<i>This methodology is used as the main assessment tool by more than 30 textbook authors and Textbooks Development and Distribution Center, teaching/learning and scientific materials.</i>
13	<i>Children with disabilities benefited from access to quality inclusive education.</i> <i>Campaigns to promote inclusive education and socialization of children from boarding schools conducted.</i> <i>A baseline and final surveys conducted at beneficiary schools.</i>	<i>GPE-4, UNICEF</i> <i>UNICEF</i> <i>UNICEF</i>		<i>49 resource-based classrooms created; 20 schools benefitted from improved infrastructure providing access for children with disabilities (toilets and ramps constructed).</i>	<i>766 pupils with disabilities continue their inclusive education in the improved environment.</i>
Component 3.1: Improved children-friendly educational environment					
1	<i>Design and budget documentation prepared for 40 objects, construction works executed and accepted.</i>	<i>GPE-4</i>	<i>Capital Construction Department (CCD)</i>	<i>Completed and put into operation: Construction of schools - 24; Construction of district level education department building - 2;</i>	<i>In schools with repaired roofs the local authorities also repaired classrooms. Thus, the total number of classrooms repaired/built under the project amounted to 1,185 benefitting a total of about 19,000 pupils.</i>



<i>No</i>	<i>Activity</i>	<i>Development partner</i>	<i>National partner</i>	<i>Actual implementation</i>	<i>Post-project use / institutionalization / next steps</i>
				<i>Additionally, through savings, school repairs and replacement of roofing - 14; Total: 40 objects.</i>	
2	Conducting an independent assessment of the quality of construction works (third party).	GPE-4	MOES RT, NGO “Abris”	Done	The CCD builds on the assessment results and experience.
Component 3.2: Providing subjects for the development of children-friendly schools					
1	Implementation of the recommendations of the third party with regard to the equipment supplied under the FTI-3 project. Revision and updating of technical specifications for furniture.	GPE-4	MOES RT	Done	The experience of third party assessment is used by the MOES RT.
2	School furniture procured and delivered to 67 schools.	GPE-4	MOES RT	Done	The schools were provided with furniture, more than 24.7 thousand pupils benefited from improved leaning environment.
3	Shopping: procurement of furniture and equipment for the new buildings of 2 district level education departments.	GPE-4	MOES RT	Done	Furniture and equipment are used by the district level education departments.
4	Assessment of the furniture and equipment delivered under the GPE-4 project (third party)	GPE-4	MOES RT, Public Organization “Bars”	Done	The assessment is used by the MOES RT to address the deficiencies and poor execution problems.



No	Activity	Development partner	National partner	Actual implementation	Post-project use / institutionalization / next steps
Component 4.1: Strengthening management capacity					
1	Strengthening the capacity of the MOES RT personnel	GPE-4	MOES RT	Done	More than 60 specialists of the education system participated in conferences, trainings, seminars, study tours and educational activities, both within and outside the RT. The MOES RT capacity strengthened.
2	<i>Developing a system for monitoring of the NEDS implementation.</i>	GPE-4	MOES RT	Done	<i>The MOES RT will prepare annual reports for the GOT on the progress in the NEDS implementation.</i>
3	<i>Drafting of the report on the “Analysis and preparation of analytical reports based on EMIS data”. Statistical bulletins for 2013-2017 published.</i>	GPE-4	MOES RT	Done	<i>The MOES RT will prepare periodic analytical reports based on the EMIS data.</i>
Component 4.2: Training of school principals					
1	Finalizing Financial Management and Pedagogical Leadership modules, including training of trainers.	GPE-4	RIITT	Finalized. Circulation – 2400 copies	Approved by the MOES RT Collegium Decision No.3, dated 04.03.201. The modules are used by the RIITT for PDCs.
2	<i>Conducting PDCs for the general education school principals.</i>	GPE-4	RIITT and its branches	2356 school principals trained	<i>All graduates of the PDCs are engaged in the education sector (92%)</i>
3	Development of Financial Management module for the Heads of GPFs.	GPE-4	RIITT	Developed. Circulation – 700 copies	Approved by the Planning and Forecasting Department of the MOES and shared with the RIITT. The RIITT uses this module during PDCs.
4	<i>Conducting PDCs for the Heads of GPFs</i>	GPE-4	RIITT and its branches	467 Heads of GPFs trained	<i>All graduates of the PDCs are engaged in the education sector (95,6%).</i>
5	Carrying out monitoring of PDCs	GPE-4	MOES RT, RIITT	Done	The reports and test results discussed and shared with the relevant



<i>No</i>	<i>Activity</i>	<i>Development partner</i>	<i>National partner</i>	<i>Actual implementation</i>	<i>Post-project use / institutionalization / next steps</i>
					agencies of the MOES RT.
Component 4.3: Per capita financing					
<i>Preschool facilities</i>					
1	Development of Government Resolution on the transfer of government preschool facilities (GPFs) to PCF, on the amount of parental contributions.	GPE-4	MOES RT	Government Resolution developed and approved.	This Government Resolution is executed by all local authorities, finance and education departments, all GPFs.
2	Monitoring visits to assess the implementation of PCF in GPFs in all towns and districts. Provision of methodological support to districts and GPFs.	GPE-4, UNICEF	MOES RT	Done	The results are used by the MOES RT, education departments/units, GPFs.
3	<i>Conducting a seminar-training for the specialists of district level education and finance departments, accountants of GPFs (a total of 480 people).</i>	<i>GPE-4</i>	<i>MOES RT</i>	<i>Training conducted</i>	<i>Training materials are used by GPFs accountants, specialists of education departments and units.</i>
4	Analysis of monitoring indicators for PCF implementation in GPFs.	GPE-4	MOES RT	Analysis prepared	It is used by the MOES RT, education departments/units. Using this mechanism, the MOES and education departments/units continue to collect the information required and conduct analysis for the further implementation of PCF model.
5	Publication of the manual of rules and regulations for the Heads of GPFs and	UNICEF	MOES RT	Manual published	It is used by all GPFs of the RT



<i>No</i>	<i>Activity</i>	<i>Development partner</i>	<i>National partner</i>	<i>Actual implementation</i>	<i>Post-project use / institutionalization / next steps</i>
	their Accountants				
6	Technical support of the interdepartmental Working Group on the implementation of PCF in GPFs.	UNICEF	MOES RT	The WG established and support provided.	The materials are used by the MOES RT, education departments/units. Based on the PCF-related material provided by the WG the local authorities had made corresponding conclusions that would help improve the PCF implementation in GPFs.
<i>General education schools</i>					
1	Introducing changes to the payroll system for education workers.	GPE-4	MOES RT	Changes were made. As of 01.02.2017, all institutions in the sphere of education, except for HEIs, use the revised document.	This document is used by all agencies in the sphere of education. The payroll system for all institutions of the education sector is based on this document.
2	Collection of data on funds allocated to schools in 2014, 2015, 2016 and 2017.	GPE-4	MOES RT	All data collected	Data is used by all local departments of the MOES RT
3	Analysis of funds allocated to schools and development of unified school estimates of income and expenditure (school budgets).	GPE-4	MOES RT	All data collected	Data is used by all local departments of the MOES RT
4	Conducting monitoring visits	GPE-4	MOES RT	Conducted	The monitoring results are used by education departments/units of the MOES RT, schools.
5	<i>Holding a guidance seminar for the economists of education departments.</i>	<i>GPE-4</i>	<i>MOES RT</i>	<i>In 2015, upon instruction of the Minister of Education and Science, an unscheduled seminar for economists of the education departments was held involving 64</i>	<i>The seminar materials are used by all education departments and units, Department of Finance of the Republic of Tajikistan.</i>



No	Activity	Development partner	National partner	Actual implementation	Post-project use / institutionalization / next steps
				<i>participants. In 2016, a planned seminar for economists and specialists of the education and finance departments was organized, with 225 people participated.</i>	
6	Conducting a seminar for school principals on the "Budgeting procedure"	MOES RT, GPE-4	MOES RT	In 2015-2016 seminars were conducted for school principals and accountants in 41 towns and districts of Tajikistan. The seminars were attended by 2 158 persons.	The seminar materials are used by trained school principals and accountants.
Component 4.4: Education management information system					
1	<i>Developing a package for AIS for preschool and professional education levels. The staff at these levels was trained in EMIS operation (a total of 676 persons)</i>				<i>It is used by the MOES RT for the preparation of reports and surveys, as well as by other organizations and agencies. Legalized by the Agency for Statistics under the President of the RT (Order No. 43 dated August 28, 2017).</i>
2	<i>Assessment of EMIS for general education (SABER).</i>	GPE-4	MOES RT	Done	<i>To improve and strengthen its capacity in the use of EMIS in all areas, the MOES RT will cooperate with the EU project on secondary education.</i>
3	Organizing the International Conference on Tajikistan's achievements in the	GPE-4	MOES RT	102 participants, including 28 foreign guests, 74 representatives of the MOES RT and other	The proposals and recommendations of the Conference will be expanded by the MOES RT with the support of the



<i>No</i>	<i>Activity</i>	<i>Development partner</i>	<i>National partner</i>	<i>Actual implementation</i>	<i>Post-project use / institutionalization / next steps</i>
	development of education management information system.			ministries	EU project.
Component 4.5: Project management. Monitoring and evaluation					
1	Activities related to project management and implementation, including M&E, audit, etc.				
2	Conducting a survey (in 2 phases) to assess the impact of construction works on basic school level indicators.	GPE-4	MOES RT, NGO	The survey conducted. The survey report discussed and adopted.	The survey showed the impact of improved learning environment on the quality of education, which would be made available to all organizations and agencies.
3	Conducting a social assessment and child labor survey	GPE-4	MOES RT	The survey conducted. The survey report discussed and adopted.	The surveys showed the impact of improved learning environment on the quality of education, which would be made available to all organizations and agencies.
4	M&E of trainings under the project: a) logistics; b) trainers performance evaluation; and c) satisfaction of participants.	GPE-4	RIITT	The results discussed and adopted.	The M&E results were shared with the MOES and RIITT and immediately used during PDCs and shall be used for the PDCs in future.
5	M&E of construction works under Component 3.1.	GPE-4	MOES RT, CCD	M&E conducted in 3 phases.	The results are used by the CCD of the MOES RT to address shortcomings and for subsequent risk management in the construction and maintenance of schools. The MOES recommends this evaluation methodology to be applied by other



<i>No</i>	<i>Activity</i>	<i>Development partner</i>	<i>National partner</i>	<i>Actual implementation</i>	<i>Post-project use / institutionalization / next steps</i>
					organizations in future.
6	M&E of delivery, assembly, availability and use of furniture under components 1, 2 and 3 in all regions of the country.	GPE-4	MOES RT	Certificates provided to the MOES RT.	The results are used by the MOES RT to address shortcomings and for subsequent risk management in the acceptance of equipment. The MOES RT recommends this evaluation methodology to be applied by other organizations in future.

Annex 1

Table №1. Project Development Objective Indicators

Indicator	Target	Achieved results (as of 30.09.2017)
Project Development Objectives		
The number of children enrolled at the pre-school institutions with improved learning conditions	18 000	18 000
The percentage of primary grade teachers who are training-certified and follow the revised education program and apply improved teaching-learning practices in Mother-tongue Language and Mathematics	50%	52%
The number of primary students enrolled at a school with improved learning conditions	100 000	160 000
Number of students who benefited from physical infrastructure upgrades	44 900 (from them GPE 4 - 7 900)	55 978 (from them GPE 4 – 18 978)



Indicator	Target	Achieved results (as of 30.09.2017)
EMIS's data used for analysis by MOE	Analytical report, based on EMIS's data is prepared and discussed	Analytical report, based on EMIS's data is prepared and discussed. Statistical collections for 2013-2017 are published

Table №2. Intermediate Results Indicators

Indicator	Target	Achieved results (as of 30.09.2017)
Intermediate Results Indicators		
Component 1. Pre-school sector analysis which enhance access to quality early childhood education (ECE) is conducted and report is disseminated and discussed	Analyses is conducted; report is completed and discussed	There were conducted 4 analyses, reports are completed and discussed
Component 1: The number of additional qualified pre-school teachers resulting from project intervention	900	1034
Component 1: Percentage of primary school children who benefited from provision of supplementary teacher-learning materials	28%	38%
Component 2: Modernization of Standards and programs for the primary grades in key subjects	Upgraded	Standards for 1-4 grades are upgraded for all subjects. National implementation started on 01.09.2016.
Component 2: Number of additional qualified pre-primary teachers resulting from project interventions	2 600	5395
Component 2: Percentage of primary school children who benefited from provision of supplementary teacher-learning materials	100%	100%
Component 2: Modernization of Standards and programs for the secondary grades in Math and Tajik language	Upgraded	Standards and programs for the secondary grades in Math and Tajik language



Indicator	Target	Achieved results (as of 30.09.2017)
		are upgraded with focus on competence and incorporating LSBE
Component 2: Number of additional children with disability benefiting from access to quality, inclusive education	750	54+712=766
Component 3. Number of additional classrooms constructed or rehabilitated resulting from the project intervention	965	1185
Component 4. Development of NSED monitoring system	Report is prepared	Report on Implementation of NSED is prepared for the Government of the Republic of Tajikistan annually
Component 4: Percentage of general education School Directors who upgraded their knowledge in school management	General education schools: 75% Pre-school institutions: 90%	General education schools: 92% Pre-school institutions: 95,6%
Component 4: Percentage of districts whose RED and RFD representatives have been trained to provide PCF support to education institutions	100%	100%
Component 4: Number of new EMIS modules generating a reports based on actual data	9	17
Component 4: EMIS for general education is assessed	yes	Report is prepared and discussed



ABBREVIATIONS AND ACRONYMS

AET – Academy of Education of Tajikistan
WB – World Bank
GBAO – Gorno- Badahshan Autonomous Oblast
GPE – Global Partnership for Education
PSI – Pre-school institutions
OSI – Open Society Institute
RITT –Republican in-service teacher training
IDE – Institute for the Development of Education
EMIS – Education Management Information System
FTI – Fast Track Initiative
INSET – In-Service Training
M&E – Monitoring and Evaluation
MoES of RT – Ministry of Education and Science of the Republic of Tajikistan
NGO – Non-governmental Organization
NSED – National Strategy for Education Development
LLC – Limited Liability Company
POM – Project Operational Manual
PCF – Per Capita Financing
GoT – Government of Tajikistan
DED - Design and estimate documentation
EMP – Environmental Management Plan
RED – Rayon Education Department
RIITT – Republican Institute for In-Service Teacher Training
ECE – Early Childhood Education
RPF – Resettlement Policy Framework
RT – Republic of Tajikistan
EMF – Environmental Management Framework
USA – United States of America
TOR– Terms of Reference
DPSA – Department of Personnel and Special Affairs
AKF – Aga Khan Foundation
TBDC –Text book development center
UNICEF – United Nations Children’s Fund
USAID – United States Agency for International Development