



**Ministry of Education
of the Republic of Tajikistan**

**National Strategy
For Education Development
of the Republic of Tajikistan
(2006-2015)**

Dushanbe, August, 2005

Education is the most important factor of saving the nation and strengthening the statehood.

*President of the Republic of Tajikistan,
E.Sh. Rakhmonov*

PREFACE

This paper on the National Strategy for Educational Development of Tajikistan has been developed to match the objectives set by the President of the Republic of Tajikistan in the sphere of education, as well as with the purpose of implementing the goals set forth in the PRSP, MDG, and EFA, within the context of realization of the long term objectives for reform of the education system. Under the order of the Minister of Education, a Working Group was set up, comprised of senior representatives of the MoE, relevant ministries, scholars, NGO representatives, and local and international consultants. The World Bank, ADB and UNICEF Offices in Tajikistan provided consultative and technical support. The co-ordination of the process of the strategy paper development was done by the Deputy Minister of Education Mr. Z. Sharipov.

The need for formulating the National Strategy for Education Development was determined by the rapid changes taking place in the social and economic sphere of Tajikistan, and the strong political commitment of building and strengthening the sovereignty and independence of Tajikistan.

The National Strategy for Education is based on the economic and social priorities of country development, the priorities of the Tajikistan Economic Development Programme till 2015 and on the reform programme of the education system for 2004-2009. The key objective of this education strategy formulation exercise is to make projections for the future through identifying opportunities and constraints and provide a vision for the future development of the education sector in Tajikistan.

The development of the National Strategy for Education will facilitate solutions to existing problems and make the roles and responsibilities of the Ministry of Education more concrete and focused. Such a strategy can also provide a starting point for a more rational allocation of public resources to address the critical problems facing the education system.

National Strategy for Education Development of the Republic of Tajikistan

Content

Preface	2
Acronyms	4
Brief information on Tajikistan	5
Brief overview of the education sector	6-7
Part - I. Analysis and development trends of the education system	
1.1. Situation in the country	8-10
1.2 Problem analysis.....	10
1.2.1. Management of the education system	10-11
1.2.2. Access and equality in the education system	11
1.2.3. Quality and relevance of education	13
1.2.4. Situation with human resources	15
1.2.5. Situation with financial resources.....	16
1.3. Actions taken for change /reforms of the education system	18
1.3.1. Legislative reforms	18
1.3.2. Policy reforms.....	18
1.3.3 Restructuring of the management system	18
1.3.4. Introduction of the national plans, special projects and program.....	19
1.3.5. Initiatives for Financial Reforming.....	18-19
1.3.6. Resource mobilization	19
Part -II. Strategic Plan for Education System Development (2006-2015)	1-17
Part-III. Mid-Term Plan of Action for Education System Development (2006-2010)	1-34
Part -IV. Financial Resource Framework	1-9
Annexes	
<i>Annex №1</i> Brief statistical data on the education system.	
<i>Annex №2</i> Number of students in full time general schools (academic years 2004- 2005).	
<i>Annex №3</i> Forecast for number of school age population	
<i>Annex №4</i> Consolidated public budget expenditures for education and professional training.	
<i>Annex № 5.</i> Number of female students in higher education institutions	
<i>Annex № 6</i> Number of students in the higher education institutions in CIS countries and some countries in the world.	
<i>Annex №7.</i> Number of teachers in general secondary schools.	
<i>Annex 8.</i> Education Sector Financial Resources 2000-2005.	
<i>Annex №9.</i> Per Capita Allocation (Recurrent) by Category	
<i>Annex №10.</i> Education Sector Spending by Category	
<i>Annex №11.</i> List of main Laws and Resolutions of the Government of the Republic of Tajikistan (1993-2005)	
<i>Annex №12.</i> The List of main Concepts, Program, Action Plans in education system.	
<i>Annex №13.</i> Education Category as % of GDP.	

Annex № 14. Additions and amendments to the legislation of the Republic of Tajikistan, in accordance with the National Strategy of Education Development (2006-2015)

Annex №15. Educational Centers and their activities

Annex №16. Education Indicators

Annex № 17. NSED Costing Breakdown by Education Category

Annex № 18. External Funding by Donor and Project- Completed, Ongoing and Pipeline

ACRONYMS

ADB	–	Asian Development Bank.
EFA	–	Education For All
GBAO	–	Gorno-Badakhshan Autonomous Oblast
GDP	–	Gross Domestic Product
GTZ	–	German Technical Cooperation
ICT	–	Information and communication technologies
IOM	–	International Organization for Migration
MDG	–	Millennium Development Goals
MO	–	Ministry of Education
NGO	–	Non-governmental organizations
OECD	–	Organization for Economic Cooperation and Development
PPE	-	Primary Professional Education
PPEE	–	Primary Professional Education Establishments
PRSP	–	Poverty Reduction Strategy Paper UN – United Nations
RRS	–	Regions of Republican Subordination
RT	–	Republic of Tajikistan
SPE	–	Secondary Professional Education
SPEE	–	Secondary Professional Education Establishments WB – World Bank
SST	–	Standard State Test
TJS	–	Tajik somoni (national currency)
TLSS	–	Tajikistan Living Standard Survey
UNICEF	–	United Nations Child Emergency Fund
USAID	–	United States Agency for International Development
WB	-	World Bank

Brief information on Tajikistan

Territory of Tajikistan	143,1 thousand km²
Population (2003)	6640 thousand people
Urban –	1757, 8 thousand people
Rural –	4882, 2 thousand people
Ethnic composition:	
Tajiks	80%
Uzbeks	15,3%
Russians	1.1%
Other nationalities	3.6 %
Capital	Dushanbe
Independence Day –	9 September 1991
Administrative division –	GBAO, Sughd and Khatlon Oblasts, Dushanbe, RRS
Average population density –	46.4 people per 1 km²
Life expectancy-	68.4 years
Growth of population per 1000 (2003) –	22.0
Access to safe water –	51.2%
GDP Per capita (2003) –	724 TJS
GDP growth rate (%) to 2002 –	10.2
Poor population (2004) –	63.7 %
Average salary –	44.61 TJS
Average salary in the education system (2003) –	33.21 TJS
Public budget expenditures for education (2003) –	16.2%
Children (under 18 years) –	2.8 million
Number of students 1 – 11 grades (2004) –	1660 thousand
of which girls –	46.4 %
Increase of number of students 1-11 grades (2003-2004) –	1.4%
Primary school students Reaching grade 5 –	94%
Number of teachers (grade 1-11) 2003 – 2004 -	103, 174
Ratio of women teachers-	48.6 %

Brief Overview of Education Sector in Tajikistan

- The education system of the Republic of Tajikistan is under the supervision of the Ministry of Education (State Republican Management Body).
- Education system management is by nature a state-public matter.
- The secondary educational institutions are supervised by the local government bodies.
- The primary, secondary and higher professional (vocational) institutions are managed by line ministries and their agencies.
- The law on education ensures the right to get education through full time, correspondence, distant and external learning.
- The Educational system in Tajikistan is represented by the following levels of education:

Levels of Education	Duration of studies	Age	Educational institutions
Pre-school training and education	1-3, 3-6	1-6(7)	Kindergarten/nursery
General education:	11 years	7-18	General education schools, gymnasiums, lyceums
• primary	4 years	7-11	
• general basic	5 years	11-16	
• general secondary	2 years	16-18	Vocational schools, centers, technical colleges, colleges, special secondary schools, Universities, academies, institutes
Professional education:	1-4 years	From age 16	
• primary	2-4 years	From age 16	
• secondary	4-6 years	*	
• higher			
Post-diploma education			Master courses, post-graduate courses, doctorate courses
Additional (extra) education			**

** is conducted on the basis of general secondary, primary and secondary professional education*

*** is conducted in regular schools of general and professional education, outside main educational curricula or in the establishments for additional education (small research academies, palaces, stations, clubs, centers, art and musical schools, etc).*

Relevant Legislation in the field of education

1. Law of the Republic of Tajikistan “On education” (adopted on 27 December 1993, partially amended in 1994, 1995, 1996, 1997, 2003,) currently effective version was adopted on 17 May 2004.
2. Law of the Republic of Tajikistan “On Primary vocational education” (2003).
3. Law of the Republic of Tajikistan “On Higher and Postgraduate professional education” (June 2003).

Comparative background of education in the Region

1. The number of students in the CIS countries in the 2004-05 academic years has reduced by 2-7 %. **In Tajikistan it has grown** by 13 thousands students , or by 1%.¹ (See Annex # 3)
2. The number of students in grades 10-11 (12) has decreased in Russia almost by 190,000, in Kazakhstan – by 33, 000, Kyrgyzstan - almost by 9,000, in Azerbaidjan – by 7.000, in Moldova – by 2, 500. **In Tajikistan the growth** of the number of high school graduates made 14,000, or 10 %, in Belorussia and Georgia –3,000 and 4, 000 respectively (4%).²
3. The share of full time general school students, studying in the second and third shifts, remains high. Thus, in Kazakhstan, Kyrgyzstan and Tajikistan it composed 36%-43% of the total number of students.³
4. The share of teachers with higher education in Azerbaijan, Armenia, Belorussia, Moldova, Russia, and the Ukraine made 80-87% of the total number of teachers, with 71-75% in Georgia, Kazakhstan, Kyrgyzstan and 59% **in Tajikistan**.⁴

¹ Education in CIS countries, June 2005, CIS Statistical Committee, p.2

² Op.cit, p.3

³ Education in CIS countries, June 2005, CIS Statistical Committee, p.6

⁴ Op.cit, p.8.

National Strategy for Education Development

Republic of Tajikistan

PART –I.

1. Analysis and Development Trends of the Education System

1.1. Situation in the country.

Tajikistan is a country with a low per capita income and wide spread poverty. Soon after getting independence, a civil war was unleashed in the country which lasted for 5 years (1992-97) and caused a deep economic crisis and political instability, large losses of human lives, and serious physical destruction. The majority of the working population, including highly qualified specialists, migrated to other countries for temporary or permanent residence, which has resulted in an acute need for qualified personnel.

After signing the Peace Accord in 1997, stability followed, along with some improvement in the economic indicators. During the last two years the economic growth rate indicators have exceeded 10%. The Poverty Reduction Strategy Paper shows that the solution of different development issues in Tajikistan is complex and contains serious challenges and risks. The country is in transition from a post conflict rehabilitation situation to one where long term solution of problems in a transitional economy is required. Lately the country has started implementation of institutional reforms, including the reforming of the public sector and of state enterprises, improvement of the quality of public services and improvement in management and effectiveness of public expenditures. At present the process of formulation of the National Development Strategy is underway in Tajikistan.

There are a number of factors in the Republic that negatively affects education, which will make it difficult for Tajikistan to attain the Millennium Development Goals (MDG) and “Education for All” (EFA) objectives. Collapse of the Soviet Union and subsequent lack of subsidies, combined with the destructive aftermath of the civil strife seriously weakened the education system in the country, which had been previously successfully providing all citizens with basic education and training of highly qualified cadres in the education sector. At present rendering of quality education is affected by a number of factors, which pose a risk to any goal established in the educational sector. These include the following:

a) High rate of population growth compared to other Central Asia countries. In 2001 the average age of the population was 22.8 years: 46 % of the population are young people under 16 years old, i.e. school age population⁵ This demographic process results in multiple needs for the educational system that needs to be addressed quickly if

⁵ State Statistical Committee, RT –6.2001, p.65-66

the educational demands of increasing young population of the country have to be made. (Annex 2-3)

b) A considerable brain drain of qualified cadres from the educational sector is linked to ongoing **migration**. Research shows that most out migrants were specialists from the services sector such as education, science, culture, and medicine. (six times higher rate of migration compared to engineers and technical workers⁶). Other negative effect of migration, noted by migrants' families, including a worsening of the care of children, and difficulties of raising children without fathers (36,6 % of respondents)⁷. Family survival becomes the major issue in such a situation, moving the issue of education of children into the background: only 30% of migrants upon their return invested in the education of their children⁸.

c) Insufficient level of funding: In 2004 the percentage of public expenditure in education was 3,2 % of GDP or 17,1 % of the public budget. Calculations show that, taking into consideration demographic factors, in order to meet the minimal needs for maintenance and development of the education system of Tajikistan, the average annual share of budget for education should reach the level of 6% of the GDP, whereas the actual level of expenditures for education from 2000 till 2005 has increased only from 2.3 % up to 3.5 % respectively. (See Annex 4).

d) Poor learning conditions: At present learning conditions in Tajikistan, namely, state of school buildings and facilities, curricula, qualification of teachers and quality of textbooks are weak and keep worsening. The bulk of school infrastructure, mainly equipment and materials, are in a poor state as a result of the war, weak maintenance and lack of funding.

e) Old approaches for solving issues of management and planning of education systems: In Tajikistan the education sector has a very weak capacity in the sphere of management and planning at all levels. At present the sector faces three main problems: absence of a rational and streamlined process of decision making; low capacity in the area of policy development and system management, a system of assessment of learning results and effectiveness of educational establishments.

Negative effect of the above factors has led to a worsening of the basic education indicators such as access and quality at all levels of education, which in turn has resulted in a reduction in the total number of students, school attendance and high percentage of drop outs. Tajikistan is one of the few countries in the world where men and women aged between 20 to 30 have a much lower level of education, compared to the older generation of above 40 years old. The primary underlying reason for the reduction of the enrollment of students is poverty. Gender differences in education are also rising at the level of general secondary education (grades 10-11). There is a decline in indicators of school attendance, which are much lower than that shown in official data. There are also several new challenges which has emerged for the education system such as preserving the ethnic and cultural identity of the population, promoting a

⁶ Labour migration from Tajikistan, July, 2003. IOM in cooperation with the Research Centre «Shark», p.30

⁷ Op. cit., p. 101

⁸ Op.cit, p.108

democratic society, developing human resources to cope with a competitive market led economy and strengthening national security.

The report on the assessment of MDG in Tajikistan identifies accomplishment of the following objectives in the sphere of general secondary education:

- 1) rehabilitation of school infrastructure, including access to clean drinking water, central heating and separate restrooms for boys and girls;
- 2) provision of school students with textbooks;
- 3) provision of students as well as children from needy families with meals at school;
- 4) construction of new schools all over the country;
- 5) training and re-training of secondary school teachers;
- 6) measures for elaboration and development of syllabus and curricula;
- 7) increase of teachers salaries;
- 8) introduction of normative (per capita) funding of schools.⁹

The Government of Tajikistan and the UN Country Group on the assessment of MDG needs have approved the following criteria for achieving universal secondary education and economic growth of the country till 2015. An annual minimum GDP growth of minimum 5% per annum by 2015. Under the scenario of average growth rate at the level of 5% per annum, actual per capita GDP by 2015 will be \$361. In order to speed up poverty reduction, rates for economic growth of the country must be higher. Under a scenario of high growth rates with an average annual GDP growth at the level of 7%, real GDP per capita by 2015 will reach \$442.¹⁰ It is noted in the MDG report that Tajikistan needs to considerably increase expenditures for education in the future also. The MDG needs document gives four alternative scenarios for achieving the MDG in general secondary education.¹¹

1.2. Problems Analysis

There are several specific problems, affecting education development in Tajikistan, which needs to be considered while developing a policy and strategy for education system development. These problems include the following:

1.2.1. Management of Education System

The management of the existing education system of Tajikistan is by nature a state and public matter under the Constitution of the country. The Law of the RT “On Education” and other normative and legal acts of the Republic guide the functioning of the education system. The mandate and authority of the Ministry of Education and other institutions and organizations working in the educational sphere, are clearly stated in Chapter 3 (Articles 27-37) of the *Law of the Republic of Tajikistan “On education”*. The present normative and legal base for education management, however, does not guarantee a

⁹ MDG, Full report, May 2005, p. 64

¹⁰ MDG, Full report, May 2005, p.14

¹¹ Op.cit, p.91

successful functioning of the system. Today the system of public management of education is a legacy of a highly centralized and planned system of the former Soviet Union and to a considerable extent remains unreformed. Due to a lack of resources, advantages of the old system have also been lost. In Tajikistan the dominant position in education belongs to the Government and participation of non governmental and private sector is minimal.

Functions of the management bodies guiding the education system are not identified clearly within the current legislation, which led to excessive overlapping in decision making and distribution of responsibility. The legislation does not state the roles of civil society, community, beneficiaries, and education system users. There is therefore a need to expand participation of the community in education management and educational processes if the problems of low coverage of the education system, attendance and retention of students till the completion of the education cycle are to be addressed comprehensively. Decentralization must become one of the key methods of education management and resources allocation, which in turn would require creating an appropriate normative legal base and mechanisms of accountability and control.

Another important issue is the need for a greater degree of autonomy and independence of educational institutions in regard to managing their own problems and finding creative sustainable solutions. At present almost all operational functions within education are centralized at the governmental level, either at the central or regional level, which in turn has led to overlapping of functions across different levels, constraining individual educational institutions to take initiative and responsibility upon themselves. There is also a need to ensure closer links between general secondary education, primary, secondary and highest vocational education. There is a need to elaborate in detail norms and rules for granting greater independence to educational institutions, especially in the sphere of financial independence, through adopting laws which would allow raising of additional sources of funding at the local and institutional level.

Successful management of the education system to a considerable degree will depend on the availability and use of relevant, timely and authentic information. Successful implementation of management functions is impossible without an advanced and efficiently functioning management information system. Under the education sector assessment, done by international experts (ADB, WB), information base of the education system in Tajikistan is extremely weak, and the Ministry of Education's capability in education information management needs substantial investment.

Little attention has yet been given to overhauling the management of the education system in the reform processes initiated so far. However such reforms are also necessary as an enabling strategic goal, if the specific goals of education for quality and access are to be implemented effectively.

1.2.2. Access and Equality in the Education System

During the last decade the system of education and vocational education has faced serious obstacles in Tajikistan, and the main indicators have significantly degraded. Reduction of attendance levels, increased gender gap, increasing barriers to getting general basic education, are all indicators of a gradual decline of access to education facilities for significant sections of the country's population.

Pre-school education

Over the past decade, the number of preschool educational institutions has decreased significantly. The main reason for this worsening situation in preschool education is a sharp decline of public financial allocations for the maintenance of pre-school institutions. This has led to a significant decline in the coverage of children by preschool educational institutions due to closure. This decline is particularly high in rural areas, where over 75% of population resides. There is also an absence of a culture of quality parental preschool education at home and in the community, with such responsibilities being seen as that of only the state.

There are more than 1 million children of pre-school age in the country at present. In 2004 the outreach to preschool age children by pre-school educational institutions remained at only about 6%. Attendance level in pre-school institutions, especially among children from poor families, has also decreased significantly, as parents are not able to pay the basic complementary costs. Preschool institutions are also facing problems of a lack of qualified pedagogical cadres, curricula, learning and didactic aids, special equipment, toys, meals and medical services. Tajikistan therefore needs to expand services rendered through creating new forms of pre-school educational institutions at low costs. The survey of the needs of children and mothers, conducted in 2004 by the Ministry of Education and UNICEF, showed that many parents (mothers) showed limited knowledge about the needs of the child at an early age. Educating parents on raising children in the families and providing a positive learning environment therefore also becomes an approach to preschool education that needs to be introduced in the country.

General Secondary Education

Tajikistan is characterized by rapid population growth compared to other Central Asian countries. The average family size has increased from 5.7 people to 7.1 over the last decade. The average number of children in a family is 4.2.¹² By 2015 the number of children who need school education will increase by 850 thousand, which approximately is one and a half times more than today's need¹³. In 2001, there were 3110 rural schools in Tajikistan (more than 85 % of the total number of schools), where 1134627 students (73 % of the total number of students) were studying and 77,971 teachers were working (more than 77 % of the total number). Rural schools are more dependent on regional (local) rather than national factors and are working on the basis of the economic capacities of the oblast/ rayon. This trend has both advantages and disadvantages, as the situation across specific regions and rayons differs substantially,

¹² Economic Development Programme of the RT to 2015, approved on 1 March 2004.

¹³ WB Education Modernization Project, 2003.

particularly in terms of their economic capacity and poverty levels of the population. Hence localized strategies are required to address specific problems of the education locally. According to the MDG needs assessment report, the number of students in the system of general secondary education will increase by approximately 40 % between 2005 and 2015. Such a demographic projection implies that in the near future the school system will be under a huge demographic pressure, which will further aggravate the existing problems related to the limited resources and worsening of infrastructure of the education system. To meet this enhanced demand will itself require considerable financial investments.

In addition to the above demographic issue is the issue of declining school attendance and enrollment rates that currently persists. The attendance rate often reflects both access to a school system and the quality of education provided. The Tajikistan Living Standard Survey (TLSS) of 2003 shows that the current level of school attendance in the country is 88 % at the general secondary level educational institutions. However non-enrolment of children for basic education is becoming a growing tendency amongst the population for various reasons. Data on poverty level assessment revealed that in 2003 in the cities and settlements, the lack of outreach of boys above grade 4 grew up to 6 %, and girls-up to 18% compared to 4% and 7% of boys and girls in rural places¹⁴. According to the survey, gender gap in school attendance has increased, and in 2003 the number of girls who dropped out of school outnumbered boys by two times, and in the cities this indicator tripled.¹⁵ The gender misbalance is arising mainly at the upper level of secondary schools, where overall girls' attendance has reduced from 49% in 1991 to 38 % in 2001. Situation in the higher education is similar. (See Annex #8).

There are several reasons which combine to lead to a situation of attendance decline in schools, particularly for girls. One of the main reasons is the increasing number of the poor population, due to which families are not able to cover the expenditures for clothes, shoes; text books etc, even though general basic education is free. A rapid deterioration of the physical state of schools, without services like heating, school furniture and electricity supply acts as a disincentive for children to attend schools. Surveys show that lack of adequate heating during winter time influences significantly attendance rates. The PRSP states that in 1845 schools (approximately 56 % of all educational institutions in the country) are not equipped with heating systems. All these schools are located in the rural areas. A recent research study conducted by IOM and NGO "Pulse" showed that more than 72 % of children took part in the cotton harvesting in 2003, working from 30 to 60 days a year. This is an example of a specific reason in the cotton growing districts of why children's attendance in schools is low¹⁶. The issue of transport is also important in the case of attendance in rural schools, especially in all the mountainous regions. Up to 1991 almost in all districts there were transport facilities for students in central schools maintained by local authorities. However in order to get a full picture of school non-attendance, there is a need for conducting more detailed research.

¹⁴ Poverty Assessment Update, WB, 2004.

¹⁵ MDG, 2005

¹⁶ Children in cotton fields, IOM/Pulse, 2003

While there are a number of institutions still operating in Tajikistan to take care of children with special needs, such as orphanages and schools for disabled children, these institutions are near closure or run very weakly, primarily because of a lack of financial resources and human resources. There is no census of disabled children and their categories or special needs for their protection. The approach earlier adopted has also been limited only to institutional care rather than integration with families.

1.2.3. Quality and Relevance of Education

Results of the nationwide monitoring of learning achievements of grade 4 students conducted in 2002 showed that knowledge of the majority of students does not meet the requirements and literacy level required by the state educational standards¹⁷. The Ministry of Education of the Republic of Tajikistan has tried twice to review and improve the curricula and teaching plans of general secondary education (grades 1-11). But due to lack of funds and low capacities of the Ministry of Education, these attempts could not be introduced into the schooling system in a systematic way. At present through certain projects, supported by the World Bank and ADB, interventions for changing curricula and teaching plans within the schooling system are being designed and implemented.

There are several factors that combine to make for a low quality of education in the country's schooling system. These include the following:

Firstly, lack of preschool enrolment and learning reduces the school preparedness of students' to understand the formal school curricula. The learning capacity of students in the lower grades depends on prior pre-school training, the lack of which a negative impacts learning achievements.

Secondly, the quality of education is largely a function of teaching quality and teachers training. No reform of education is successful unless teachers take an active part in it. Tajikistan has been unfortunate in losing a majority of its trained and qualified teacher cadres, due to migration, in the last decade. The problem has been complicated because the average salary of a primary school teacher is today lower than the per capita income in the country. The Government has undertaken measures to raise salaries, but it still lags behind income possibilities available in other sectors.

Thirdly, the quality of education provided is a function of the teaching and learning process, that is defined by the pedagogical approaches adopted. At present the country's schools still use old and conservative methods of formalized textbook based teaching. A wide variety of innovations need to be introduced into education system to improve the quality of education provided. Also special strategies such as distance learning, mobile classes and multigrade learning, and pedagogies associated with these approaches, which have been successfully experimented in other countries, may be more relevant for Tajikistan.

¹⁷ Monitoring of learning achievements and problems of children, non-attending school, 2002

Fourthly, the overall poor level of resources available to the education system today in terms of material like textbooks, learning and teaching materials, and libraries, all negatively affects the quality of education

Fifthly, the general school environment has a direct bearing on quality of education. Both due to the civil war and lack of resources thereafter, the condition of school infrastructure has seen a continuous decline. A safe and favorable school environment is a key condition for successful learning processes. The number of classrooms, lack of school furniture for children, clean drinking water and hygienic sanitation system are all factors that have been directly effecting the quality of education, particularly in rural areas.

Sixthly, each school has to be viewed as an institution in itself, if schools are to perform well. In Tajikistan, schools are not given enough independence and autonomy, but are only a part of the larger education system. Individual schools do not even have an independent legal status. Under such conditions it is very difficult for individual schools to initiate and implement innovative programs and use productively recent reform experiments introduced in the region, like the per capita funding approach. School principals are of key importance in this regard as their leadership influences the quality of a specific school's functioning. School management has been a neglected issue in all previous strategies for improving the quality of education.

Finally, it is critical to monitor the quality of education at all levels on a continuing basis. Such an effective system of learning level assessment and monitoring is missing from the current schooling system. The Ministry of Education needs to have a reliable and disaggregated information that helps it to measure education outcomes in different schools and regions. No institutional mechanism exists at present to monitor the quality of education at different levels in a systematic and standard way.

1.2.4. Human Resources

Human resources are a key element of any system of education. It is impossible to imagine the process of education and learning without teachers, educators, scientists, administrators and managers. The personnel of the education sector in Tajikistan have been adversely affected by the economic crises, civil war and difficulties of a transition period. All this turbulence, uncertainty, and fall in income levels have caused significant "brain drain" through migration of qualified teachers, faculty members and other personnel from educational institutions to other spheres of activity. Due to low salaries, poor working conditions, low prestige of a teacher's profession in the society at present, the inflow of young graduates into the education sector is also negligible. Both the above factors combined have led to a massive gap in the availability of qualified personnel in the education sector.

Unfortunately, there is a lack of comprehensive data on the exact situation of the number of qualified cadres' at present in the entire education system and their rotation to different locations and institutions. There is no data on the capacity and professional skill levels of personnel in the education system in different areas and functions. A census of human resource availability needs to be done to create a baseline first, before any systematic human resources planning can be executed in the education sector.

Analysis of state statistics shows that in the academic year of 2003-2004, in general education schools 103,174 teachers worked, 63,963 (61,9%) of them had higher education, 4,801 (4.6%) worked with incomplete higher education, 22,897 (22.1%) had secondary special and 9,843 (9.5%) had general secondary education. (See Annex 7) In general, over 30% of teachers in primary schools had either only secondary special or general secondary education.¹⁸ In the system of general secondary education (grades 1-11), according to data of ME, there is a shortfall of 10,700 teachers as per 1.5 average teaching load, arrived at through the new regulation.¹⁹

In addition to the above quantitative dimensions of the problem of human resources, there are also several issues related to the capacity of the personnel currently employed by the education system. The managerial capacity to efficiently manage the entire education system is still limited within the MOE. School directors or principals is another level where the capacity needs to be enhanced, if schools are to be seen as independent and autonomous institutions. There is no tradition of community and parental participation in school education and both awareness and capacity of schools and parents to work in partnership with schools through parent-teacher associations need to be promoted. There are also a number of other problems regarding human resource deployment, such as constant rotation of managerial personnel, skewed regional distribution of qualified education personnel, lack of quality in-service training of teachers etc.

1.2.5. Financial Resources and Financial Management

In spite of the measures taken by the Government of the Republic of Tajikistan on reviewing funding priorities in the economic sector, the financial situation in the education sector remains challenging.

The financial resource and management-related issues are:

- A Transitioning Education System needs additional financial resources and accompanying financial management system. At the present time there is no rational structure of funding sources for education system. Such issues as budgeting at the republican and local government levels, district and school functional and finance management, private sector investment and involvement, the application of user fees and full cost estimates-- are all part of the financial framework that must be further developed.
- Pent-Up Cost Demands- Inadequate investments in human resources and educational facilities has led to a pent-up demand that further aggravates growing student demand. This requires an increased investment provided by the public and private sector and users of the educational services.
- Need for Private Sector Investment and User Fees is big, and in the medium term, it will be difficult for the government to pay for all the costs of the education system's development and operation. While some private sector

¹⁸ MDG Full Report, May 2005.

¹⁹ Statistical Collection, MO, 2004.

participation has occurred, there will be the need to promote more involvement in terms of 1) service provision; 2) support by providing education sponsorships (of facilities, services, scholarships); and 3) the further application of user fees, tuition, and contracting out for certain educational services in a legal and transparent manner.

- Another issue is a lack of Normative Finance System. Sector category budgets are formulated in a line item manner that results in addressing inputs and funds spent rather than outputs and the quality of performance. Such an approach requires adjustment to more of a medium term financial planning (and management) approach that is performance based. The current situation in General Education is a case in point: increased financial resources have been provided for this category yet it is not clear if the increased resources have had an impact on sector indicators, i.e. increased attendance, quality, achievement, etc. So, the education share of the budget has increased steadily to 19.4 percent of overall expenditure (not including external funding) Total planned expenditure for 2005 is \$82.3 million compared to \$17.5 million in 2000.(Annex # 8).
- There is also demands for improving Financial Management Systems. With increased financing and its management eventually devolving to the district level, the adoption of modern financial management techniques must be built at the central, district and school level. Such evolution (over the medium term) will take time and will also require the change of financial management control and systems at the central level. It will also involve training education managers on financial management techniques so there is more accountability.

This is especially important in light of decentralization of management, autonomy of educational institutions, and application of per capita funding (Annex# 9) which requires improving of financial and other management systems, application of suitable and efficient models of financial flows, and as well as building capacity of personnel at all levels.

While the resources targeted to the education sector have increased substantially (Annex#10) and advances made in teacher salaries, capital investment, textbooks and in others areas, there is still substantial pent-up demand for additional and continual sector investments.

1.3. Ongoing Reforms and Action for Improving the Education System

1.3.1 Legislation Reforms

During the last five years (2000 up to 2005) several incremental efforts have been made by the Government of Tajikistan to reform the education system. Important legislative measures have been undertaken by the Government of the Republic of Tajikistan, that has attempted to redefine state policy in the field of education. These reforms have aimed at updating the education system, ensure equal access to education, address gender issues in education, improve the quality of education, and address the issue of poverty reduction

through increased levels of literacy of the population. The detailed list of all the new Laws and Decrees of the Government of the RT in education sphere are given in Annex # 11 of this document. It is beyond the scope of this document to evaluate the efficacy of these legislative documents and regulations.

1.3.2. Policy Reform

Based on the above mentioned Laws and Regulations of the Republic of Tajikistan, the public policy for overall education system has been defined. Several important strategy and policy documents such as the National Report on EFA-Assessment 2000, Poverty Reduction Strategy Paper (2002); the Government approved “National Concept for Education in the Republic of Tajikistan” (2002) have been prepared and approved by the government. In 2004 a new Law of RT “On education” was adopted. In 2005 the MDG Needs Assessment Report was prepared for various sectors, including education. In 2004 the Government of RT also adopted a Plan for the implementation of education system reforming for 2004-2009, under which concrete actions were planned to be undertaken for improving of education system.

1.3.3. Restructuring of the Education System.

A certain amount of re-structuring of the Ministry of Education has also been initiated over the last five years. Under the Strategy of Public Sector Reforms, the Government envisages reorganization of key ministries, including the Ministry of Education, and at the first stage of institutional reforms certain changes have been made with regard to functions and activities being undertaken by the Ministry of Education.

On the basis of a reform implementation plan in the education system for 2004-2009 (Decree of the Government # 291 of 30 June, 2004), since January, 2005 changes in the structure of management and financing in general basic schools in 5 pilot regions (Kulyab, Khorog, Khudjant, Vahdat and Yavan) has begun, including experiments on testing of the norm of (per capita) funding. The Governmental adopted a Resolution on granting autonomy to the Tajik State National University. The number of private educational institutions is also increasing in the country as an integral part of the formal education system of the country.

1.3.4 Introduction of national plans, special programs and projects.

During the last five years, the Government of Tajikistan has adopted 10 State Programs, 5 National Plans and a number of projects in the education sphere, which are to be implemented in coming 5 to 10 years (for more detailed information see Annex #12). They are aimed at modernization of the education system, improving education quality and training of personnel, improvement of the process of teaching, solution to gender issues, realization of EFA, MDG, PRSP and other goals. All these programs have less than 50% of their resources allocated from local resources, the balance being contributed by external donors. Hence, in case of real external assistance in the future, one may for the progress in reforming education sector.

1.3.5 Initiatives for Financial Reforming

The Government of Tajikistan has made strides in the last 3 years to review priorities of the financial framework to help advance the entire education sector with a special emphasis on General Education (grades 1-11). The legal framework for the changes include the following:

- *On Paying Cash Compensation to the Needy Families Whose Children Study in General Secondary Schools*, No. 585 dated 30 December 2001. This Decree was designed to help expand access to education services for students 7-15 years. 25% of the most needy families with school children receive funds every quarter through the schools. The compensation is limited to a maximum of two students per family. Over the last three years funds are from the European Union's budget support program.
- *On the Plan of the Education System Reform Implementation for 2004-2009*, No. 291 dated 30 June 2004. This Decree provided for increasing general education teacher workloads up to 16-18 hours per week; changes in the secondary education curriculum and reducing learning hours; increase the salary of secondary education teachers by 25 percent, reduce the total number of education employees by 5 percent; and contains an education Action Plan for 2004-2009. Under this Decree, the Ministries of Education and Finance drafted instructions on per capita finance of general education institutions on a pilot basis.
- On the Transfer of General Education Institutions of Khulyab Town and Yavan district of Khatlon Province, Khudjand City of Soghd Province, Khorog Town of GBAO and Vahdat Town to New Methods of Management and Funding, dated 1 November 2004. This Decree provided for the provision of per capita financing, on a pilot basis, and other reforms of school management and service delivery.
- *On the Budget of the Republic of Tajikistan and Government Order No. 550* of December 31, 2004, disallowed the shift of funds between budget categories. These and further steps have protected funds from diversion.

In accordance with the above legal provision, the government has attempted to adjust the number of teachers, course loads and teacher salaries, and to introduce per capita funding techniques to improve the financial situation. But the issues of recording and aggregating private investments (in form of tuition fees, etc), and validity of this tendency are still pending. (Annex# 13).

1.3.6. Resource mobilization

The Government of the RT always pays attention to mobilization of physical, human, financial and social resources for education development. The President of the country always cares about education system and actively initiates many ideas in this respect, if possible, mobilize internal and external resources into education sphere.

But Tajikistan, unlike other post Soviet countries of the region, is both poor in terms of natural resources such as oil and under pressure of strong demographic factors. This makes Tajikistan extremely poor and vulnerable in terms of raising financial resources locally, to meet the demands of the education sector. Tajikistan is also as a post conflict country with a transition economy. All these factors place a heavy burden of resource mobilization on the Government of Tajikistan, as well as make it one of its priorities.

PART - II

National Strategy for Education Development

Republic of Tajikistan

*Strategic Plan
(2005-2015)*

One of the most important and priority bases of the social public policy of the country is reform in education
E. Sh. RAKHMONOV
President of the Republic of Tajikistan

The Way Forward: Vision of Education System Development for Tajikistan

The Government of the Republic of Tajikistan considers education as one of its national priorities and wishes to see a stable, functioning education system that is able to achieve standards of access and quality in conformity with international norms. The vision for the development of the education system for Tajikistan is therefore to establish a system of education for the citizens of the country that provides universal access to quality education to all children and young people of the country. Specifically the following needs to be achieved in the context of the present situation and problems identified:

- a) Establishment of a relevant education system, appropriate to the current needs of the country and a changing global context.
- b) Reform of the governance and management of education sector to move from exclusively a centralized state system to a system of partnerships at different levels, that allows for greater private sector, civil society, and community participation in education.
- c) Establishment of a clear inter-linkage between different types of education subsystems, such as primary, secondary, higher and vocational and establishment of standards to establish quality monitoring in each such subsystem.
- d) Mobilization of resources (human, material, financial and social) towards development of the education system. and ensuring building up of adequate institutional and human capacity to efficiently manage these resources.
- e) Ensuring equal opportunity and access to education for children with special needs such as from rural areas, with disabilities, and especially talented children. Also ensuring gender parity at all levels of education.

The priority of the Government of Tajikistan in education will continue to be on general secondary school education that provides access to basic education for all children. The allocation of financial resources and investments will be directed accordingly.

Based on the above vision a clear mission statement has been formulated by the Ministry of Education as **“to ensure the effective and efficient delivery of education services and access to relevant and quality education for all”**. The mission statement provides the direction for formulation of a set of five strategic goals that will guide the development of the education sector in Tajikistan. Each of these strategic goals has concrete objectives outlined in the Strategic Plan for Development of the Education system of the Republic of Tajikistan for 10 years (2006-2015). However the specific Mid Term Action Plan (2006-2010) has sequenced and prioritized these objectives and the activities to be implemented for the achievement of the strategic goals.

To improve the current situation in Tajikistan a comprehensive approach to education system reform and development has to be adopted to improve the situation in the education system.

The following section (Part 2) lays out the logical framework of the strategic goals, objectives and strategies that will guide the development of the education sector in Tajikistan. The indicators for each of the results to be achieved within each of these objectives are shown in Annexure 9 including a template in which to monitor performance.

MISSION STATEMENT
OF THE MINISTRY OF EDUCATION OF THE REPUBLIC OF TAJIKISTAN:

To ensure the effective and efficient delivery of education services and access to relevant and quality education for all

STRATEGIC GOALS:

1. Improve the management and performance of the education system for the delivery of quality educational services.
2. Improve the effectiveness of the system of education by consolidating decentralization, community participation, and institutional and human capacity building.
3. Ensure quality of educational services delivered at all levels, and align with the World Initiative “Education for All” Goals and Millennium Development Goals.
4. Ensure equitable access to basic education, and merit-based access to other levels of education for all citizens.
5. Improve the physical infrastructure, material and technical basis of the education system.

RISK FACTORS:

- Insufficient financial resources.
- Rapid growth rate of population, and the growing demand for education services.
- Poverty of the majority of population.
- Low community participation in the decision-making process of education problems.
- Unemployment and migration of labour force.
- Uneven development of regions.

STRATEGIC GOALS AND OBJECTIVES

Goal 1: Improve the management and performance of the education system for the delivery of quality educational services.

- 1.1 Streamline the organization structure and decision making processes of the Ministry of Education and regional management bodies to make them more relevant and remove duplications.
- 1.2. Improve the efficiency in distribution and the management of all financial resources
- 1.3 Develop an Integrated Financial Management Information System (FMIS).
- 1.4. Focus on equity in distribution of financial resources between different population groups, educational institutions and regions especially for the further application of per capita financing.
- 1.5 Mobilize financial resources and investments for strategic programs to improve the quality of the education at all levels to prepare individuals for a modern labor force as well as being contributing members to Tajikistan's society.
- 1.6 Create Education Management Information System in the Ministry of Education.

Goal 2: Improve the effectiveness of the system of education by consolidating decentralization, community participation and institution and human capacity building.

- 2.1 Initiate a program of staff capacity building in the Ministry of Education and regional management bodies.
- 2.2 Initiate a programme of management capacity building for school directors and identify new roles and functions for autonomous schools.
- 2.3 Establish systems of monitoring of school performance and education outcomes, through community based information systems.

Goal 3: Ensure Quality of the educational services delivered at all levels, and align with the World Initiative "Education for All" Goals and Millennium Development Goals.

- 3.1 Upgrade the content of the state standards, curricula, textbooks and teaching manuals.
- 3.2 Ensure pre-service and in-service training of the pedagogical staff and training of personnel in the education system, according to the new requirements.
- 3.3 Introduce new technology and methodologies in the educational process.
- 3.4 Monitor and evaluate education quality and learning achievements.

Goal 4. Ensure the equitable access to basic education, and merit-based access to other levels of education

- 4.1 Support children, who have limited access to education, in accordance with PRSP, RT.
- 4.2 Ensure phased introduction of Standard State Test (SST) for the school graduates.
- 4.3 Ensure gender equality in the education system.
- 4.4 Create conditions for ensuring equitable access to education in rural areas.
- 4.5 Monitor and assess the achievement in equal access to education.

Goal 5. Improve the physical infrastructure, material and technical basis of education

- 5.1 Conduct monitoring of the conditions of infrastructure, material and technical basis of education in every region.
- 5.2 Develop infrastructure of educational facilities, in accordance with population growth and by established regional priorities including the use of school mapping to help prioritize investments and allocate limited resources.
- 5.3 Establish child friendly, safe for children's health learning environment (provision with lighting, heating, drinking water, sanitation-hygienic services).

STRATEGIES

Strategic Goal One

Improve the management and performance of the education system for the delivery of quality educational services.

Objective 1.1

Streamline the organization structure and decision making processes of the Ministry of Education and regional management bodies

Strategies for Objective 1.1

- Draft legislative and regulatory basis and establish mechanisms for institutional autonomy and financial independence of educational facilities.
- Reform the structure of the Ministry of Education, regional management bodies and sectoral institutions. Integrate within school management bodies, systems of community and parent participation.
- Conduct a need assessment of the relevance of existing staff in the education system management to contribute to the functions of the new structure.
- Design and introduce a performance evaluation system for education management staff..

Objective 1.2

Improve the efficiency in distribution and the management of financial resources

Strategies for Objective 1.2

- Simplify the financial management of education financial resources so there is a more direct link between the source of funds and their use.
- Upgrade financial management capacities at the central and local levels so that efficient, effective and performance-oriented financial management can occur. This includes at the education institutions with the institutions having more financial autonomy and accountability with accountability measured at a regional or central level.
- Allow schools to having the capacity to allocate a portion of budgeted funds, including saved funds, to its self-determined priority needs.
- Identify general primary and secondary education as state priority for financial and resource provision.

- Develop different mechanisms for attracting various sources of financing to all levels of education.
- Submit to the Republic of Tajikistan parliament proposals for the revision of the Tax Code of the RT, with regard to preferential taxation of non-governmental educational institutions and private investments into the system of education.
- Review the opportunity of introducing an education tax in addition to the existing taxes.
- Finalize and adopt the “Concept of financing education of the RT for 2006-2015” and the finance resource and management objectives and activities of the NSED.
- Adopt Regulation on ‘paid for’ educational services and have a transparent regime for private sector participation for the payment and provision of education services. This would include allowing the further establishment of private education institutions, based on government certification, standards and criteria, and the transparent establishment of tuition, user fees and fees for services where applicable. Actively promote private sector participation and support in all education categories.
- Further explore the use per capita funding beyond the current pilot regions. Ensure an equitable distribution system is in place to take into consideration poverty rates and other regional disparities. Ensure the per capita system is simple and transparent.
- Develop new system of labour payment for the education system personnel with alignment of salaries between the sectors and inside the sector.
- Eliminate disproportions in the salaries of pre-school education institution workers .
- Review the possibilities for public and private financing of pre-school training of children aged 5-6 on the basis of general schools.
- Draft regulatory-legal basis for the credit system for higher education students.
- Increase sector-wide collaboration between government and the donor community so that there is a more sector-wide approach (possibly a SWAp approach) to sector and sector project planning, implementation and monitoring so that resource application and monitoring is more of a collaborative effort and priorities are addressed.

Objective 1.3

Develop Financial Management Information System

Strategies for Objective 1.3

- Develop a system of State Statistical Reporting on allocation and use of financial resources, including extra-budgetary, at all levels of education.
- Create a program for phased introduction of the FMIS in the education system.
- Identify general secondary education as state priority for financial and resource provision as committed to achieve the Millennium Development Goals and *Education for All*.
- Government guarantees certain services and funding so that objectives can be carried out over a multi-year basis to establish and achieve education standards and serve the appropriate number of students.

- Achieve the sector strategy objectives in an efficient manner with a minimum of expenses and a reduction of the financial management layers between the central level and schools so that there is a more direct link between the source of funding and their use.

Objective 1.4

Focus on equity in distribution of financial resources between different population groups, educational institutions and regions

Strategies for Objective 1.4

- Improve equity by providing a similar amount of resources per student with those students in need, based on transparent and equitable criteria, receiving extra funds.
- Have a transparent regime for private sector participation for the payment and provision of education services, including allowing the further establishment of private education institutions, based on government certification, standards and criteria, and the transparent establishment of tuition, user fees and fees for services.
- Complement the Law «On education» and other legislative acts, by the special article on autonomy and financial independence of educational institutions.

Objective 1.5

Mobilize financial resources and investments for strategic programs to improve the quality of education at all levels and to prepare individuals for a modern labor force as well as being contributing members to Tajikistan's society

Strategies for Objective 1.5

- Develop strategic programmes and their financing, including attraction of internal and external investments, in line with national priorities as follows:
 - Development of general secondary education.
 - Development of rural schools.
 - Upgrading the content of education (State standards, schools, curricula, textbooks, manuals).
 - Pre-service, retraining, in-service training of teachers.
 - Diffusion of new ICT and methods of training.
- Expansion of the private sector, participation of parents and community in the financing of the education system.

Objective 1.6
Create Education Management
Information System
in the Ministry of Education

- Complement the Law “On Education” with the article on the possibility of using advanced information technologies (e-document circulation) and increase responsibilities for electronically provided information.
- Create an informal portal to the Ministry of Education. Link schools and promote portions to the public.
- Arrange discussions with participation of parents, NGOs, communities in the portal.
- Formulate the Regulation on e-document circulation in EMIS system.
- Develop special software for data consolidation at all levels of the management.
- Develop indicators for evaluation of resources management performance, including financial.
- Develop programme on strengthening public relations to raise public awareness about the results of monitoring and system performance of education sector.
- Formulate the regulation on the monitoring of financial resources management to take into account a sector that is performance and results oriented based on quality, efficiency, and equality.
- Conduct monitoring according to the regulation
- Develop indicators for evaluation of performance and resources management performance, including financial. Monitor NSED implementation according to finance allocations and sector indicators. Determine if financial investments (by the government and donors) are having an impact on indicators.
- Set up local MIS in higher educational institutions with access to basic corporate scientific and educational network of higher educational institution.
- Install corporate computer networks in education at all levels with the center in the Ministry of Education.

Strategic Goal 2
Improve the effectiveness of the system of education by consolidating
decentralization, community participation and institution and human capacity
building

Objective 2.1
Initiate a program of staff capacity building
in the Ministry of Education and regional
management bodies

Strategies for Objective 2.1

- Formulate a human resource development plan for management bodies.
- Draft the Regulation on in-service training and retraining for the management staff at all levels.
- Improve the Regulation on the Performance evaluation at all levels
- Develop curricula for the in-service training courses and retraining of management staff.
- Set up courses for retraining and in-service training for the management staff.

Objective 2.2

Initiate a programme of management capacity building for school directors and identify new roles and functions for autonomous schools

Strategies for Objective 2.2

- Design programmes of training for school directors on management of educational institutions and local resource mobilization.
- Enact regulation to make schools and other education facilities legal bodies and capable of raising financial resources.
- Experiment with new approaches of school-community partnership for resource mobilization and school management.

Objective 2.3

Establish systems of monitoring of school performance and education outcomes, through community based information systems

Strategies for Objective 2.3

- Formulate Regulation on conducting independent monitoring of the education management system with participation of NGOs.
- Develop indicators for evaluation of performance and resources management performance, including financial to include the school level. Monitor school performance according to finance allocations and common sector indicators. Determine if financial investments (by the government and donors) are having an impact on indicators.
- Inform public and all education management bodies on the results of monitoring.
- Conduct independent monitoring of the management efficiency of the system of education with participation of NGOs, parents and communities.

Strategic Goal Three
To ensure Quality of the educational services delivered
at all levels in accordance with “Education for All” Goals and Millennium
Development Goals.

Objective 3.1
Upgrade the content of State standards, curricula,
textbooks and teaching manuals

Strategies for Objective 3.1

- Draft Compliment the Law “On Education” of the RT with regard to introduction of a basic secondary education per the Government’s Millennium Development Goal targets. Focus domestic and external resources on achievement of targets.
- Develop State standards for preschool upbringing and education.
- Review State standards for general education school, primary, secondary and higher professional education with regard to their interlinkages and reform of standards and curricula in all systems of education.
- Develop curriculum frameworks, which meet the State standards requirements and guide teaching.
- Set up National Center for drafting and publication of textbooks.
- Work out plan of publishing textbooks, teaching methodological manuals, according to the needs, including languages of instruction.
- Develop regulation and gradually introduce credit mechanism into the education process of higher educational institutions.
- Develop concept of pre-school training of children of 5-6 years old.
- Develop program of inclusive education and include it into curricula of Pedagogical Higher schools and colleges.
- Formulate the national concept of upbringing the schoolchildren and students youth based on the national and historical traditions and achievements of world culture.
- Develop the program on training of specialists in accordance with labor market needs and perspective trends of economic development

Objective 3.2
Ensure pre-service and in-service training
for pedagogic staff, and training of personnel in
the education system in accordance with
the new requirements

Strategies for Objective 3.2

- Ensure training of educational personnel in accordance with the Regulation of the Government of the RT of 1.10 2004, #425 “On State Program of training pedagogical personnel for 2005-2010”.
- Develop Regulations on all forms and types of in-service training of pedagogical personnel, other educational personnel, with involvement of international organizations and NGOs.
- Develop a program of in-service training of teachers who do not have pedagogical background.
- Develop a program on pre-service and in-service training of teachers who teach 2-3 subjects.
- Develop educational programs for parents on care, upbringing and education of children of early and preschool age.
- Add into the Law of the RT “On Awards”: honorable title ”Distinguished teacher of the RT”, “People’s teacher”.
- Draft and adopt the Law “On the status of the teacher”.
- Set up specialized departments for in-service training in Higher schools of the Republic.
- Establish system of grants in order to send school and university teachers to foreign educational institutions for fellowship.
- Develop a system of incentives for attracting young specialists into educational institutions.
- Develop a plan and agreements for the implementation of annual training of teachers at Pedagogical Higher schools in countries which are ethnical Motherland for national minorities, living in Tajikistan (Kyrgyzstan, Uzbekistan, Russia).

<p style="text-align: center;">Objective 3.3 Introduce new technologies and methodologies In the education process</p>

Strategies for objective 3.3

- Develop legal regulating documents for introduction of credit mechanism for students to attend higher education institutions.
- Set up on-going courses on studying and introducing of information communication technologies into education.
- Establish computer centers with access to Internet in educational facilities.
- Develop a program on the use of the new information technologies and innovative teaching methods as well as methodological materials on their introduction.
- Implementation of program on computerization of basic and secondary general schools for the period of 2005-2007 and development of a new program till 2015.
- Develop legal regulatory basis for the use of distance education.
- Develop a comprehensive program of phased introduction of the technologies of distance learning.
- Establish in the Ministry of Education scientific methodological center for co-ordination of all methodological services, and also introduction of new technologies.
- Equip pedagogical and other higher educational institutions with computers.
- Develop the state computerization programme for higher education institutions.

- Establish special grants for support of the gifted youth

Objective 3.4
Monitoring and Evaluation of educational quality and learning achievements

- Draft regulatory document on identifying criteria of quality and evaluation of learning achievements at all levels of education.
- Identify learning outcomes at all levels for all courses and monitor the same centrally and locally.
- Establish laboratory on the development and continual improvement of quality evaluation criteria in the Research Institute of Pedagogical Sciences.
- Establish independent National Center for Evaluation of the Quality of Education (Testing Centre).
- Monitor the quality of education with participation of Parents and Teachers Association (PTA), teachers and local communities into raising the quality of education.
- Monitor the learning achievements (MLA)

Strategic Goal Four
Ensure the equitable access to basic education and merit-based access to other levels of education

Objective 4.1
Support children who have limited access to education in accordance with PRSP, RT

Strategies for objective 4.1

- Improve the State Program of social support to children in special need, orphans, children from poor families and children with limited opportunities so that a similar amount of resources is available to educate all of these population groups.
- Ensure access to primary, secondary and professional education through establishing quotas for orphan children and vulnerable group of population.
- Develop regional programs for the development of the system of pre-school upbringing and learning by 2010 with regard to national, social, cultural, demographic characteristics.
- Develop regional programs for the development of general secondary education by 2010 with regard of national, social, cultural, demographic characteristics, including development of local components in curricula..

- Develop a State Program for creating cost-effective models for pre-school upbringing and learning based on short term (2-4 hours) stay of children in pre-school educational institutions.

Objective 4.2
Ensure phased introduction of Standard State Test (SST) for school graduates

Strategies for objective 4.2

- Develop regulatory and legal framework for SST.
- Develop a set of tools for SST.
- Develop a program on phased introduction of SST.

Objective 4.3
Ensure gender equality in the education system

Strategies for objective 4.3

- Develop comprehensive program on access of girls from rural areas to primary, secondary and higher professional education.
- Prepare jointly with the State TV and Radio Broadcasting Committee programs on gender equality and importance of getting education.
- Ensure that the content of the curricula and attitude of teachers also are gender sensitive.
- Develop mechanisms of implementation in education sector of the Law of RT “On State Guarantees of equal rights of Men and Women and Equal opportunities for their Realization” (# 89, as of 01.08.2005).
- Ensure training of labor skills in highly demanded professions within professional education among girls living in rural areas.
- Reinforce the articles in Criminal Code and Civil Code, on responsibility of parents for implementation of Law of RT “On Education” related to compulsory education.
- Amend the Law of the RT “On general duty military service” with the purpose to release students from primary vocational institutions from military service for the period of studies for obtaining a specialized education for those under the age of 21.

Objective 4.4
Create conditions for ensuring equal access to education in rural areas

Strategies for objective 4.4

- Develop a program on rural schools development by 2015, with regard to the specific regional conditions.
- Develop a program on primary professional education development by 2015 with consideration to specific regional conditions.
- Develop proposals on setting up or closing primary schools with the consideration of the perspectives of the development of regions and areas.
- Develop a state program for the participation of local authorities and communities in organizing seasonal kindergartens in rural areas.
- Develop at the local level the system of guarantees for credit allocation for the construction of private houses for young teachers, coming to work in rural area.
- Develop Program for the development of gardening farms within rural schools.

Objective 4.5
Monitor and evaluate achievements
in equal access to education.

Strategies for objective 4.5

- Develop indicators for qualitative and quantitative evaluation of equal access to education and the efficient and effective use of financial and other resources. Tie education category objectives to costs and identify indicators to measure performance and results to insure resources are effectively targeted and managers/teachers are results-oriented.
- Develop system of monitoring of access to education and approach to disseminating information to system participants, parents and communities.
- Introduce into state statistical reporting main indicators of the monitoring of access to education.
- Ensure openness to the whole society of the results of monitoring.

Strategic Goal Five
To improve the physical infrastructure and material and technical
basis of education

Objective 5.1
Conduct monitoring of the conditions of
infrastructure and material and technical basis in
every region

Strategies for objective 5.1

- Develop a program on monitoring infrastructure and material and technical basis of educational facilities. Effort should be a joint effort between the government, donors and communities.
- Develop a system of indicators and a set of tools for monitoring.
- Create database on the results of monitoring
- Conduct regular monitoring of the physical conditions of infrastructure and material and technical basis of education

Objective 5.2
Develop infrastructure and material and technical basis of educational facilities in accordance with population growth and by the regional priorities.

Strategies for objective 5.2

- Develop regional programs on infrastructure development. Include ‘school mapping’ to identify exact reconstruction, rehabilitation and new construction priorities and costs and follow through with criteria and indicators to monitor construction progress.
- Amend legislative acts on expanding attraction of private and international investments in development of the infrastructure and material and technical basis of educational institutions.
- Develop investment projects for each region.
- Develop regional programs to provide school seats for students, with regard of demographic specification of each region, involvement of communities and private sector

Objective 5.3
Establish child friendly, safe for the health of children Learning environment (provision of lighting, heating, drinking water, sanitary-hygienic services)

Strategies for objective 5.3

- Develop a program on safe technologies for health in educational institutions.
- Develop a program on regular energy supply and heating in educational facilities.
- Develop mechanisms of mobilizing and use of extra-budgetary resources (private and public) for creating favourable learning environment.
- Calculate the estimations for a phased rehabilitation and improvement of living conditions in students’ dorms.
- Formulate and implement the Program on HIV/AIDS prevention.

ANNEXURES

Annex # 1
Brief statistic data on Education System

Levels	Academic years 1991/92				2003/04			
	Amount of establishments	Pupils/students (thous.)	Teachers	Teacher: student	Amount of establishments	Pupils/students (thous.)	Teachers	Teacher: student
Preschool	822	145,1	10687	1:13,5	424	56,4	3751	1:15
General (grades 1-11) including primary (grades 1-4)	3179	1310,2	9500	1:13,8	3745	1659,9	103174	1:16
general (basic) (grades 1-9)	614	24,2	–		667	32,2	–	
Gymnasiums, lyceums (private)	634	99,5	–		841	179,3	–	
initial vocational	81	41,8	–		120	47,3	–	
secondary special	81	41,8	–		72	25,0	3120	1:8
Higher	43	40,7	3956	1:10,3	50	29,2	2660	1:10,9
	13	69,3	5400	1:12,8	38	108,0	6056	1:17,8
Total:	4138	1607,1			4329	1878,5		

Annex #2 Forecast for number of school age population

5-14 years old	1979	1989	2000	2005	2010	2015
1979=100	100,0	123,7	167,0	190,8	217,9	249,0
actual	1,038.9	1,285.5	1,734.7	1,981.9	2,264.3	2,586.9

Source: Population of the Republic of Tajikistan, WB document.

Annex # 3

Number of general secondary schools and their students (academic years 2005-2006)

	Number of school (thous)	Students who study in the schools		
		Total	First grade (including preschool groups)	10-11 (12) Grades
Azerbaijan	4,5	1632	134	251
Armenia	1,5	496	42	48
Byelorussia	4,2	1284	88	96
Georgia	3,3	644	55	94
Kazakhstan	8,2	2936	377	440
Kyrgyzstan	2,1	1132	104	154
Moldova ¹⁾	1,6	547	44	79
Russia	63,2	16168	1293	2680
Tajikistan	3,7	1655	167	158
Ukraine	21,5	5626	427	933

CIS Statistical Committee

Annex #4

Expenditures of a consolidated budget for education and vocational training
(Percentage to GDP)

	1995	2000	2002	2003	2004
Azerbaijan	3,5	3,9	3,2	3,3	3,5
Armenia	2,6	2,6	1,9	1,7	2,3 ¹⁾
Byelorussia	5,5	6,2	6,6	6,4	6,1
Georgia	---	---	---	---	---
Kazakhstan	4,5	3,3	3,2	3,2	3,4
Kyrgyzstan	6,6	3,5	4,4	4,5	4,6
Moldavia	8,9	4,5	5,5	5,5	5,3 ¹⁾
Russia	4,0	2,9	3,8	3,6	3,5
Tajikistan	2,2	2,3	2,6	2,4	2,7
Ukraine	5,8	4,2	5,4	5,6	5,3

Annex #5

Number of females students in higher education institutions
(as of beginning of the academic year)

	Number of females students in higher education institutions (thous.)			Share of females out of total number of students, %		
	2000/01	2003/04	2004/05	2000/01	2003/04	2004/05
Azerbaijan	49,9	56,1	59,8	42	46	47
Armenia	33,3	43,5	46,5	55	56	55
Byelorussia	159,0	195,4	209,8	56	58	58
Georgia	66,0	77,2	83,1	47	50	50
Kazakhstan	239,2	378,4	434,4	54	57	58
Kyrgyzstan	5,7	109,5	120,5	51	54	55
Moldova	44,5	60,0	68,2	56	58	60
Russia	2686	3745	4001	57	58	58
Tajikistan	18,4	26,6	30,6	24	25	26
Ukraine	738	1004	1101	53	54	54

CIS Statistical Committee

Annex #6

Number of students in the CIS countries and several countries of the world

(Per 10000 people)

	2000/01	2003/04	2004/05		Under the latest published data (2000-2002)
Azerbaijan	150	149	155	Austria	327
Armenia	115	174	243	hungary	330
Byelorussia	282	343	370	Germany	262
Georgia	302	355	384	Italy	314
Kazakhstan	297	440	497	Canada	394
Kyrgyzstan	384	401	426	Norveigh	423
Moldova	217	288	338	Poland	466
Russia	327	448	480	USA	494
Tajikistan Таджикистан	124	162	175	Finland	540
Ukraine	285	387	429	Sweden	404
				Japan	313

CIS Statistics Committee

Annex #7

Number of teachers in general secondary schools

(for the beginning of a school year; thou. of people)

	Number of full time teachers			Including teachers with a higher education, % of total		
	2000/01	2003/04	2004/05	2000/01	2003/04	2004/05
Azerbaijan	160	169	170	80	80	80
Armenia	56	47	47	87	81	81
Byelorussia	134	127	124	83	86	87
Georgia	72	71	69	89	89	71
Kazakhstan	257 ¹⁾	262	262	---	79	75
Kyrgyzstan	72	79	75	69	72	74
Moldova	42	40	41	79	86	81
Russia	1530	1449	1409	78	79	80
Tajikistan	98	92	89	63	60	59
Turkmenistan	75	65	---	---	---	---
Ukraine	549	525	517	85	85	86

CIS Statistics Committee

1) 2001/02

Annex #8: Education and Financial Resources 2000-2005

	2000	2001	2002	2003	2004	2005
Real GDP (TJS million)	1787	2564	3375	4758	6158	7249
GDP(official rate US\$ millions)	980	1104	1220	1555	2073	2387
GDP Per Capita (TJS)	289	406	524	724	918	1060
GDP Per Capita (US\$)	158	175	189	158	309	349
Total Budget Expenditure (TJS million)	261.8	366.4	524.4	727.9	1028.2	1291
Total Budget Expenditure (US\$ million)	110	132	171	238	347	425
Budget Expenditure Growth (%)	0.0%	40.0%	43.1%	38.8%	41.3%	25.6%
Government Expenditure as GDP%	14.7%	14.3%	15.5%	15.3%	16.7%	17.8%
Education Budget as GDP Share (%)	2.3%	2.4%	2.6%	2.4%	2.8%	3.4%
Education Share of Budget (%)	15.9%	16.6%	16.6%	15.4%	16.9%	19.4%
Education Sector Funding (TJS million)	41.61	60.93	86.87	112.08	173.75	250.07
Recurrent	40.33	59.03	85.54	108.37	151.31	227.06
Capital & Reform/Development Funds	1.28	1.91	1.33	3.71	22.44	23.01
Education Sector Funding (US\$ millions)	17.48	22.00	28.39	36.63	58.70	82.26
Recurrent	16.94	21.31	27.95	35.42	51.12	74.69
Capital & Reform/Development Funds	0.54	0.69	0.43	1.21	7.58	7.57
Percent Change in Allocation		32%	30%	22%	35%	31%
External Financing (committed \$US millions)				8.87	15.90	17.60
General Education (1-11) Share of Total Education						
Recurrent Spending	79%	78%	78%	81%	82%	77%
Recurrent GenEd Inputs Share Less Teacher Salaries				11%	20%	26%
Average Annual Wage Bill Per Teacher (US\$)						
Teachers more than 3 years in service, Somoni		255,97	358,36	429,93	671,53	989,04
Teachers less than 3 years in service, Somoni		203,67	285,07	342,02	534,21	786,76

Annex # 9

Per capita Allocation (Recurrent) by Category (US\$)

	2000	2001	2002	2003	2004	2005
Preschool Education	64	75	80.6	94.5	108.1	143.32
General Education	22	30	38.08	49.9	71	109.5
Vocational/Special Education	59	83	101	126.7	140.7	NA
Higher Education	49	59	97.3	119.6	153.8	NA

Source: Estimates based on MoE and MoF data

Annex #10

Education Sector Spending by Category (U.S. millions)

	2000	2001	2002	2003	2004	2005
Preschool	1.0	1.1	1.3	1.6	2.3	3.2
General Education (1-11)	13.4	16.7	21.8	28.8	42.2	57.2
Vocational Education	0.6	0.7	1.0	1.2	1.8	2.3
Secondary Special Education	0.4	0.6	0.8	1.0	1.5	2.2
High Education	1.0	1.1	1.5	1.9	3.1	4.5
Capital, Development/Reform Funds and Other	1.1	1.8	2.1	2.0	7.9	12.9
<i>Total</i>	<i>17.5</i>	<i>22.0</i>	<i>28.4</i>	<i>36.6</i>	<i>58.7</i>	<i>82.3</i>

Source: Ministry of Finance & Education Finance Working Group; not inclusive of external funding

List of main Laws and Decrees of the Government of the Republic of Tajikistan.
(1993- 2005г.г.)

1. Ratification of the UN Convention “On the rights of the child (1993).
2. Decree of the Ministers council of the Republic of Tajikistan of November 13, # 9. “Concept of national school.”
- 3 .Decree of the Government of the Republic of Tajikistan of February 23, 1996, # 93 “On State Program of ecological upbringing and education of the Population of the republic of Tajikistan up to 2000 and for the prospective up to 2010 года”.
4. Decree of the Government of the republic of Tajikistan of February 23, 1996, # 96 “On approval of a State standard of higher vocational education”.
5. Decree of the Government of the Republic of Tajikistan of June 4, 1997, #266“On approval of State standards for education”.
6. Decree of the Government of the Republic of Tajikistan of September 10, 1998, # 363, «National action Plan for improving situation of women in the republic of Tajikistan, upgrading women’s status and role for 1998-2005».
7. Decree of the Government of the Republic of Tajikistan of August 5, 1999, # 353 “On approval of educational standard for secondary vocational education of the Republic of Tajikistan”.
8. Decree of the President of the Republic of Tajikistan of December 3, 1999, #№5 «On enhancing role of women in the society».
9. Decree of the Government of the Republic of Tajikistan of December30, 2000, # 516 “National program of prevention and combat against HIV/AIDS and sexually transmitted diseases in the Republic of Tajikistan for the period until 2007”.
10. Decree of the Government of the Republic of Tajikistan of December 30, 2001, # 585 «On payments of monetary allowances to needy families with children studying in general secondary schools of the Republic of Tajikistan».
11. Decree of the Government of April 19, 2001 #199 «On order of enrollment of girls into higher educational institutions under the Presidential quarter for 2001-2005”
- 12 Decree of the Government of the Republic of Tajikistan of June 12, 2001 №272 “On approval of Program of public education system in the sphere of human rights in the Republic of Tajikistan”.
13. Decree of the Government of the Republic of Tajikistan of August 8, 2001, # 391, a state program «Main directions of state policy for ensuring equal rights of men and women in the Republic of Tajikistan for 2001-2010 годы»
- 14 Decree of the Government of the Republic of Tajikistan of May 3, 2002, # 200 “National education concept”.
- 15 Decree of Madjlicy Namoyandagon of Madjlicy Oli of the Republic of Tajikistan of June 19, 2002, # 666 “Poverty Reduction Strategy Paper in the Republic of Tajikistan”.
16. Decree of the Government of the republic of Tajikistan of November 4, 2002, # 419 «A State learning standard for primary vocational education of the Republic of Tajikistan», «List of professions and specialties of primary vocational education”.

17. Decree of the government of the RT of December 31, 2002, # 502 “Program for computerization of basic and secondary general education schools of the Republic of Tajikistan for 2003-2007”.

18. Decree of the Government of the republic of Tajikistan of December 31, 2002, # 501 «On Program for realization of the Concept of State demographic policy of the republic of Tajikistan for 2003-2015”.

19. Constitution of the Republic of Tajikistan (2003г.).

20. Decree of Madjlisy Namoyandagon Madjlisy Oli of the republic of Tajikistan of March 5, 2003, # 810, Law of the Republic of Tajikistan “On primary vocational education».

21. Law of the Republic of Tajikistan of June 30, 2003, # 902 «On higher and post graduate vocational education».

22. Decree of the Government of the Republic of Tajikistan of August 4, 2003, # 344 «On changes and amendments into indicators of Presidential quarter for enrollment of girls (without exams) to Higher educational institutions of the Republic of Tajikistan for 2001-2005”.

23. Decree of the President of the Republic of Tajikistan of November 2003, #1174, a State strategy «Information and communication technologies for the development of the Republic of Tajikistan».

24. Decree of the Government of the republic of Tajikistan of December 2, 2003, #508 «On approval of state Program for teaching and learning of the Russian and English languages in the Republic of Tajikistan».

25. Law of the Republic of Tajikistan “On education” (2004).

26. Decree of the Government of the Republic of March 1, 2004, # 86 “Program of economic development of the Republic of Tajikistan for the period until 2015года”.

27. Decree of the Government of the Republic of Tajikistan of June 30, # 291 «On the Plan of realization of education system reform for 2004-2009 ».

28. Decree of the Government of the Republic of Tajikistan of October 1, 2004, # #387 “State concept of reforming of primary vocational education and education in the Republic of Tajikistan”.

29. Decree of the Government of the Republic of Tajikistan of November 1, 2004, #25 «On state Program of training of pedagogical cadres for 2005-2010 годы».

30. Decree of the Government of the Republic of Tajikistan of November 1, 2004, # 441 «On transfer of educational institutions of Kulyb town, Iavansky rayon of Khatlon province, Khudjand city of Sogd province, Khorog town of Gorno-Badakhshan autonomous province and Vakhdat town to new forms of management and funding”».

31. Decree of the Government of the Republic of Tajikistan of December 3, 2004, # 468 “On approval of the state program of training of pedagogical cadres for 2005-2010 годы”

32. Law of the Republic of Tajikistan of March 1, 2005, # 389 “On State guarantees of equality between men and women and equal opportunities for their realization”.

List of main Concepts, Programs and Action Plans of Education system.

1. Concept of national school (1994г.)
2. State Program of ecological upbringing and education of the population of the republic of Tajikistan up to 2000 and for the prospective till 2010 года (1996г.)
3. National Action Plan for improving the situation with women in the Republic of Tajikistan for 1998-2005годы. (1998г.)
4. National Program for prevention and combat against HIV/AIDS and sexually transmitted diseases in the Republic of Tajikistan for the period until 2007 года. (2000г.)
5. State Program “Main directions of state policy for ensuring equal rights and opportunities for men and women in the Republic of Tajikistan for 2001-2010” 2001).
6. Programs of public education system in the sphere of human rights in the Republic of Tajikistan (2001).
7. National Concept of education (2002г.)
8. Poverty Reduction strategy in the Republic of Tajikistan Paper (2002г.)
9. Program of computerization of basic and secondary general education schools of the Republic of Tajikistan for 2003-2007годы. (2002г.)
10. Program of realization of the concept of State demographic policy in the Republic of Tajikistan for 2003-2015 годы. (2002)
11. State Program of improvement of teaching and learning of the Russian and English languages in the republic of Tajikistan. (2003г.)
12. Program of economic development of the Republic of Tajikistan up to 2015 (2004 г.)
13. Plan of implementation of education system reform for 2004-2009 (2004г.)
14. State Concept of reforming of the primary vocational education and learning in the republic of Tajikistan. (2004г.)
15. State Program of training pedagogical cadres for 2005-2010. (2004)

Amendments and Changes in the Legislation of the Republic of Tajikistan recommended in the National Strategy of Education Development (2006-2015).

1. To incorporate into the Law of the Republic of Tajikistan on awards”: honorable title “Deserved teacher of the republic of Tajikistan”, “A folk teacher”».
2. To elaborate and adopt the Law of the Republic of Tajikistan “On status of the teacher”.
3. To incorporate amendments into the Civil and Criminal Codes about enhancing parents` responsibility for violation of the Law of the Republic of Tajikistan “On education” with regard to the Article on compulsory school education.
4. To elaborate amendments into the Law of the Republic of Tajikistan “On education” with regard to introduction of a basic secondary education.
5. To adopt the Law of the Republic of Tajikistan “On guarantees of the rights of the child”.
8. To incorporate based on the Concept for primary vocational education amendments and changes into the Law of the Republic of Tajikistan “On vocational primary education”».
6. To make changes into the Law of the Republic of Tajikistan “On compulsory military service with regard to exemption from military service for students of primary vocational education for the period of their studies and receiving specialties until the age of 21.
7. To complement the Laws of the Republic of Tajikistan “On education” and “On Higher and postgraduate vocational education with the article about the opportunity of using advanced information technologies (electronic document turn over and raising responsibility for electronically rendered electronic information).
8. To complement the Law of the Republic of Tajikistan “On education” and other legislative acts with a separate article about the autonomy and financial independence of educational establishments.
9. To incorporate amendment into the “Family Code of the Republic of Tajikistan” about parents` responsibility for preparing children for school.

Annex#14

Education Category as % of GDP

	2000	2001	2002	2003	2004	2005
Preschool	0.13%	0.12%	0.12%	0.10%	0.11%	0.13%
General Education (1-11)	1.78%	1.81%	1.97%	1.85%	2.03%	2.40%
Vocational Education	0.08%	0.08%	0.09%	0.08%	0.09%	0.10%
Secondary Special Education	0.05%	0.06%	0.07%	0.07%	0.07%	0.09%
High Education	0.14%	0.11%	0.13%	0.12%	0.15%	0.19%
Capital+Development/Reform Funds+Other	0.15%	0.19%	0.19%	0.13%	0.38%	0.54%
Total	2.33%	2.38%	2.57%	2.36%	2.82%	3.45%

Source: Education Finance Working Group estimates based on IMF/World Bank, MoF data

New Education Centers(Institutions) recommended and their proposed mandate

1. Information and analytical Center under the Ministry of education of the RT (collection and processing of information).
2. Center for retraining and qualification upgrading for managerial and leadership cadres of education system.
3. Scientific and methodological center (introduction of new technologies into educational process, development of methodological aids and rendering methodological assistance to educational establishments;
4. Republican scientific and practical center “Pre-school childhood” (conducting scientific and pedagogical research, rendering consulting services to teachers and parents);
5. Republican methodological Center for co-ordination of the work of all methodological rooms and services (organizational and methodological assistance by the methodological room to educational department management.
6. National Center for the assessment of education quality (conducting regular monitoring and assessment of education at all levels, timely and effective solution of learning problems, conducting a single state exam).
7. Information and resource Center) collection of information on educational establishments and co-ordination of their work).
8. Scientific and methodological center for development and publication of textbooks (development and publication of textbooks).
9. Centers for studying and introduction of distant learning (rendering educational services).

Indicators for Achievement of Goals and Objectives

Strategic goal 1.	
To improve management system of educational services.	
Objectives	Indicators
<p>Objective 1.1. To improve organizational structure and decision-making processes in the Ministry of Education and regional management bodies aiming to avoid reduplication.</p>	<ul style="list-style-type: none"> -number of reformed structures; -availability of documents on changing functional responsibilities of Ministry of Education staff and regional management bodies; - results of evaluation of educational facilities' management staff; -number of evaluated staff of education management bodies; -number of prepared new normative and legal documents for autonomy of educational institutions and their financial all-sufficiency; -qualitative analysis of normative and legal documents adopted by education management bodies.
<p>Objective 1.2. To improve management of resource and especially financial capacity.</p>	<ul style="list-style-type: none"> -percentage of GDP execution in the budget of the country; -share of non budget funding in general expenditures; -outreach with per capita funding; -percentage of increasing salary for the personnel of the education system; -transparency in making estimates for incomings and disbursement of educational institutions; -availability of normative-legal basis for crediting to receive higher education; -number of students who received credit for receiving higher education; -percentage of private investments in education.
<p>Objective 1.3. To create a financial information management system</p>	<ul style="list-style-type: none"> -Percentage of coverage of educational establishments with information management systems finances; -quantitative indicators of budget execution.
<p>Objective 1.4. To focus on equitable distribution of financial resources among various groups of the population, educational institutions and districts.</p>	<ul style="list-style-type: none"> - Percentage of financial provision and implementation of strategic programs; - level of non-budget funding of strategic programs out of total flow.
<p>Objective 1.5. To mobilize resources and investment funds into strategic programs aiming to improve the quality of education at</p>	<ul style="list-style-type: none"> -Availability of strategic programs and their financial provision; -percentage of provision with financial and

<p>all levels and preparing individuals to modern labor market and to bringing own contribution into development of the society in Tajikistan.</p>	<p><i>other resources;</i> <i>- percentage of non budget funding of strategic programs;</i> <i>-percentage of allocation and execution of financial resources by international agencies and other financial institutions;</i></p>
<p>Objective 1.6. To set up Information system in the Ministry of Education</p>	<p><i>-availability of normative and legal documents on for Information system;</i> <i>-availability of portal in the Ministry of Education;</i> <i>- level of using information systems;</i> <i>-qualitative and quantitative assessment of public awareness;</i> <i>-outreach of Higher schools with EMIS;</i> <i>-quantitative indicators on the use of computer programs in educational process</i></p>
<p>Strategic goal 2. To improve efficiency of the education system management through broader decentralization and building of institutional and human resource capabilities.</p>	
<p>Objective 2.1. To initiate Program of qualification upgrading of cadres` capacity in the Ministry of education and regional management bodies.</p>	<p><i>-availability of plan on development of human resources of management bodies;</i> <i>-availability of in-services training for management cadres;</i> <i>-number of personnel of management bodies who upgraded their qualification in In-service Institution in the country;</i> <i>-number of personnel of management bodies who upgraded their qualification abroad;</i> <i>-number of in-service centers.</i></p>
<p>Objective 2.2. To initiate Program on capacity building of school principles and identify their roles and functions of autonomous schools.</p>	<p><i>- availability of plan on qualification upgrading of school principles and their deputies in each region;</i> <i>- number of school principles and their deputies who upgraded their qualification in financial recourse management in autonomous schools;</i></p>
<p>Objective 2.3. To set up the system to monitor the quality of work in schools and learning achievements by involving communities.</p>	<p><i>-availability of regulations on conducting independent monitoring of education management system;</i> <i>-number of conducted monitoring;</i> <i>- availability of indicators for conducting monitoring of quality of work and achievements;</i> <i>-availability of information in the portal of the Ministry on improving quality and achievements of the education system;</i> <i>-number of NGOs and other public</i></p>

	<p><i>organizations participating in monitoring;</i> <i>-number of measures undertaken in mass media and TV.</i></p>
<p>Strategic goal 3. To ensure relevance and quality of education at all levels in conformity with the goals of worldwide movement “Education for All” and MDG.</p>	
<p>Objectives.</p>	<p>Indicators.</p>
<p>Objective 3.1. Updating of the contents of state standards, curricula and textbooks, learning methodological aids.</p>	<p><i>-availability of normative and legal base for the introduction of basic secondary education;</i> <i>-number of students outreached gender oriented secondary education;</i> <i>-number of adopted state standards and curricula for education levels;</i> <i>-level of provision with textbooks in subjects, classes and instructing languages;</i> <i>-number of higher schools, departments, students, ensuring credit technology in educational process;</i> <i>-availability of inclusive education and the number of its graduates;</i> <i>-outreach for 5-6 year olds with pre-school training</i></p>
<p>Objective 3.2. To provide for retraining and qualification upgrading for pedagogical and other education system workers under new requirements.</p>	<p><i>-number of pedagogical Higher schools and colleges graduates;</i> <i>-number of pedagogical cadres and other workers who received qualification upgrading citing types and forms;</i> <i>-number of programs outreach for parents who completed training in upbringing teaching of children of pre-school age;</i> <i>-number of teachers who received honorable awards and titles;</i> <i>-number of teachers who received training and qualification upgrading abroad;</i> <i>-availability of a State Program of economic demands of the Republic in specialists in various fields;</i> <i>-quantitative and qualitative assessment of fulfillment of the Decree of the Government of the RT of January 8, 2004, # 425;</i> <i>-availability of the document and mechanism of attracting young specialists into educational establishments;</i> <i>-level of provision with teachers for ethnic minorities classes;</i> <i>-number of teachers who received training and retraining in Kyrgyzstan, Uzbekistan and Russia.</i></p>
<p>Objective 3.3. Introduction of new technologies into educational process.</p>	<p><i>-availability of normative and legal documentation for introduction of a credit technology;</i> <i>-number of teachers who completed information and communication technologies in education;</i> <i>-ratio “a pupil per computer”, “a student per computer”;</i> <i>-level of access to Internet; --qualitative evaluation</i></p>

	<p><i>of the use of computer technologies in educational process;</i></p> <p><i>-quantitative indicators of pupils and students using distant learning;</i></p> <p><i>-number of centers introducing new technologies in educational process;</i></p> <p><i>-number of talented students who received educational grants;</i></p> <p><i>-level of provision of teachers with methodological aids and students at all levels of education.</i></p>
<p>Objective 3.4. Monitoring of quality and achievements` assessment.</p>	<p><i>-availability of the document for defining criteria and assessment of quality;</i></p> <p><i>-quantitative and qualitative indicators of the activity of the National center for assessment of the quality of education;</i></p> <p><i>-quantitative and qualitative indicators of public organizations involvement into the assessment of quality of education;</i></p> <p><i>- quantitative and qualitative indicators of monitoring learning achievements.</i></p>

<p>Strategic goal 4.</p> <p>To ensure equal access to basic education and on competitive basis to other levels of education.</p>	
Objectives.	Indicators.
<p>Objective 4.1. Support for children who do not have equal access to education under PRSP.</p>	<p><i>-Quantitative and qualitative indicators for PRSP;</i></p> <p><i>-percentage of students studying under social quarters;</i></p> <p><i>-percentage of students receiving financial support;</i></p> <p><i>-availability of regional programs for all levels of education;</i></p> <p><i>-share of low cost models for pre-school establishments;</i></p>
<p>Objective 4.2. To ensure phased introduction of a single state exam (SSE) for school graduates.</p>	<p><i>-availability of normative and legal base and introduction of SSE;</i></p> <p><i>-number of phased outreach of secondary school graduates by SSE.</i></p>
<p>Objective 4.3. To ensure gender equality in education system.</p>	<p><i>-availability of a complex program of access for girls to all levels of education;</i></p> <p><i>-quantitative and qualitative assessment of gender information through mass media and TV;</i></p> <p><i>-availability of Action program for the implementation of the law of the RT of March 1, 2005, # 389.</i></p> <p><i>-share of girls with primary, secondary vocational education;</i></p> <p><i>-indicators of attendance and drop outs of secondary</i></p>

	<p><i>school students;</i> <i>-percentage of completion of primary vocational education institutions by boys;</i></p>
<p>Objective 4.4 Create conditions for ensuring equal access to education in rural places;</p>	<p><i>- number of newly opened rural schools and primary vocational establishments in the regions;</i> <i>-number of newly opened or closed educational establishments;</i> <i>- number of seasonal kindergartens in rural places;</i> <i>- number and sum of credits allocated to young teachers in rural places;</i> <i>- share of rural schools with school farms;</i></p>
<p>Objective 4.5 Monitoring and assessment of achieving equal access to education.</p>	<p><i>-availability of provisions and indicators for a qualitative assessment and equal access to education;</i> <i>-share of children starting with 7 years old up to 16 who do not have opportunities for equal access to education;</i> <i>-availability of information on results of monitoring in the portal of the Ministry of Education and mass Media.</i></p>
<p>Strategic goal 5. To improve infrastructure and material and technical basis of education system.</p>	
<p>Objectives</p>	<p>Indicators</p>
<p>Objective 5.1. To conduct monitoring of situation with infrastructure and material-technical basis in each region</p>	<p><i>-availability of programs, indicators and tools to conduct monitoring;</i> <i>-monitoring results.</i></p>
<p>Objective 5.2. To develop infrastructure and material-technical basis in accordance with the increase in number of population giving priority to the regions</p>	<p><i>- availability of program on infrastructure development.</i> <i>- share of private and external investments into development of infrastructure material-technical basis;</i> <i>-number of investment project in each region;</i> <i>-level of provision with the students seats in general secondary institutions in each region;</i> <i>-number of student seats created due to support of private sector and communities.</i></p>
<p>Objective 5.3. To create friendly, healthy and safe education environment for children (provision with lighting, drinking water, sanitary and hygiene services).</p>	<p><i>- level of drinking water provision to the general secondary institutions;</i> <i>-level of provision with the hot meal;</i> <i>-level of provision with heating;</i> <i>-level of provision with electricity supply;</i> <i>-share of non-budget funds in creating safe education environment in each region;</i> <i>-number of students living in student hostel;</i> <i>-level of pupils' and students' outreach by the n programs HIV/AIDs prevention.</i></p>

NSED Costing Breakdown By Education Category						
Education Category/Activity	2006	2007	2008	2009	2010	Total
Education Management	\$ 132,236	\$ 65,776	\$ 66,988	\$ 66,512	\$ 69,659	\$ 389,638
Create a Step-by-Step Assessment of a Financial Management Information System (FMIS)	4569					\$ 4,569
Establish an Information Portal at the MoE for FMIS and other information resource needs; operation and maintenance of system	29361	5994	6114	6228	6364	\$ 54,061
Organize training and refresher courses of education managers	28179					\$ 28,179
Upgrade the Equipment and Supplies of the Teacher Training Institute	58594	59783	60873	60284	63295	\$ 302,830
Elaborate the normative and legal base for creating a National Center for Evaluating the Quality of Education	11534					
Preschool Education	\$ 560,288	\$ 5,548,199	\$ 5,603,554	\$ 5,732,895	\$ 3,578,977	\$ 21,023,913
Elaborate training, methodologies and facilities for the community and parents to participate in the upbringing and teaching of preschool age children sanitation and life skills	69489					\$ 69,489
Provide preschool manager refresher courses	186901					\$ 186,901
Provide initial refresher courses of preschool teachers (670 teachers annually)	164601	168012	171114	174415	177926	\$ 856,069
Provide further refresher courses on an ongoing basis from previous activity (125 teachers annually)	13419	13696	13946	14211	14489	\$ 69,759
Elaborate and implement preschool methods for teachers and parents		17081	15060			\$ 32,141
Elaborate the curriculum and computer training methodologies for the children 5-6 years old				36550		\$ 36,550
Organize preschool training of children in preschool classes in primary schools (500 students annually)	22236	22702	23133	23567	24034	\$ 115,672
Organize preschool training of children in preschool classes in preschools (240 students annually)	7796	7950	8102	8246	8409	\$ 40,503
Develop the educational program for the parents on the care, upbringing and education in early childhood development, preschool age		43478				\$ 43,478
Reequip the medical facilities at preschools (20 annually)	95847	199379	203042	206959	211136	\$ 916,363
Construction of preschool facilities (9 annually to 2007-9 and completion costs 2010)		4213292	4290693	4373509	2230852	\$ 15,108,346

Education Category/Activity	2006	2007	2008	2009	2010	Total
Rehabilitation and restoration of preschool establishments (19 annually 2007-9; 15 2010)		826087	841265	857515	874801	\$ 3,399,668
Equipment, furniture and supplies for preschool classrooms in primary schools (25 classrooms annually)		27019	27530	28070	27273	\$ 109,892
Equipment, furniture and supplies for preschool classrooms in preschools (15 classrooms annually)		9503	9669	9854	10057	\$ 39,082
General Education (estimates are included in the MDG assessment model for recurrent and capital cost breakdown)	100,449,083	112,858,796	119,329,018	126,001,872	157,194,440	615,833,209
Total Recurrent	78,432,380	87,152,051	95,629,523	102,207,623	111,575,066	474,996,643
Teachers	27018313	32394647	37677502	42951936	48889126	\$ 188,931,523
Non-teaching staff	8973319	10262686	11432640	12481636	13449695	\$ 56,599,976
In-service training	1068550	888200	860300	835950	815450	\$ 4,468,450
Pre-service training	0	0	10050	54450	226050	\$ 290,550
Utilities and regular maintenance	4779364	4824419	4887479	4970002	5128944	\$ 24,590,209
Basic education school feeding programmes	11196264	11945947	12617063	13238507	14067280	\$ 63,065,060
Scholarships	809160	1226504	1642731	2064703	2521586	\$ 8,264,684
School supplies	9978505	10130393	10184171	10256147	10381072	\$ 50,930,288
Assessment costs	8353077	8404396	8436181	8470120	8664669	\$ 42,328,444
Textbooks	2647000	3071000	3494000	2118000	2224000	\$ 13,554,000
Admin at 5 percent of annual recurrent costs	3608828	4003860	4387406	4766173	5207194	\$ 21,973,459
Total Capital	22,016,703	25,706,745	23,699,494	23,794,249	45,619,375	\$ 140,836,566
New construction	736665	3969808	1984904	1923515	21506538	\$ 30,121,431
Reconstruction	2403929	2403929	2403929	2403929	2403929	\$ 12,019,645
Major rehab	8305624	8305624	8305624	8305624	8305624	\$ 41,528,118
Minor rehab	2511941	2511941	2511941	2511941	2511941	\$ 12,559,704
Furniture	5426020	5724499	5789905	5937617	7128955	\$ 30,006,997
Equipment	1022150	1053450	1041550	1048550	1331750	\$ 5,497,450
Heaters	189936	216088	201342	201586	370240	\$ 1,179,191
Latrines	1212358	1293616	1243730	1242187	1734358	\$ 6,726,249
Water connections and handpumps	208080	227790	216570	219300	326040	\$ 1,197,780
Vocational and Special Technical Education	\$ 1,500,671	\$ 4,494,876	\$ 4,780,512	\$ 4,873,187	\$ 4,687,841	\$ 20,337,087
Provide Primary Technical Education teachers and managers with refresher courses and foreign training	76677	78261	79699	81228	82869	\$ 398,734
Establish a Training Industrial Center on the repairing, rehabilitation and technical maintenance of the training technical appliances and equipment		67981				\$ 67,981

Education Category/Activity	2006	2007	2008	2009	2010	Total
Editing of textbooks and the provision of visual aids for learning specialties	12843	13106	13343	13596	13864	\$ 66,753
Refresher courses for Engineer-teachers (not less than 150 teachers annually)	737061	752298	766114	780906	796648	\$ 3,833,027
To publish Primary Technical Education text books and educational methodological manuals on agriculture, non-ferrous metallurgy, radio electronics and communications, construction works, energy, mineral resources, woodworking, transport, clothing manufact		3075	3102	3129	3153	\$ 12,459
To introduce targeted assistance for orphan student and low income students	140863	143758	146386	149211	152216	\$ 732,432
Repair and restoration of selected Primary Technical Education facilities	187093	196957	200572	204444	208580	\$ 997,645
Add 10-15 computers annually in at least 10 Primary Technical Education institutions	122684	125217	127530	130409	132614	\$ 638,454
Equip 10 Primary Technical Education institutions with modern education equipment and technical means of education		2886149	2939187	2995906	3056335	\$ 11,877,577
Build 1 boarding lyceum for disabled children in the Khatlon province (150 places)			272289	277573		\$ 549,862
Teacher Training and Refresher Courses for secondary professional education institutions (150 annually)	36869	37640	38343	39094	39886	\$ 191,832
Strengthen the material technical base of secondary professional education institutions including major repairs (10 facilities by 2010)	63898	65217	66416	67690	69063	\$ 332,283
Equip secondary professional education institution computer classes and offices (100 computers annually)	122684	125217	127530	130000	132614	\$ 638,045
Higher Education	\$ 1,014,281	\$ 2,030,342	\$ 4,290,452	\$ 3,091,023	\$ 4,576,307	\$ 15,002,405
Creating of local information management system with Internet access		152640	155452	158450	161648	\$ 628,190
Implementing of student loan finance system in Dushanbe, Khujand, GBAO and Kurgantube			1947681	479795	1701648	\$ 4,129,124
All forms of teacher refresher courses for teachers of higher education	46390	4193	37500	38216	39006	\$ 165,304
Teacher training Courses for the provision of distance learning	3578	6957	10120	9825	9545	\$ 40,025

Education Category/Activity	2006	2007	2008	2009	2010	Total
The arrangement of the permanently functioning courses at the universities for the teachers aimed at learning and implementing the information - communication technologies in the education process, develop the state program, and provide 1 computer for ever		274876	279940	285351	291108	\$ 1,131,274
Post graduate student grants for post graduate studies (3-5 students annually)	20447	20870	21265	20643	21051	\$ 104,276
Overseas education scholarships for university students (15 annually)		447205	455422	464211	473580	\$ 1,840,417
Distance Learning program development and implementation	267923	526957	775482	1015205	1246875	\$ 3,832,441
Equip Higher Education institutions with modern training-laboratory equipment and visual aids	185208	189037	192500	196228	200199	\$ 963,172
Gradual renewal of equipment in Higher Education Institutions (10 percent annually)		18913	19247	19620	20028	\$ 77,808
Gradual replenishment of library funds (10 percent annually)		13043	13283	13538	13807	\$ 53,671
Equip specific universities with up to 20 percent of required computers (400 computers for language and pedagogical universities and 300 for medical and agricultural universities)	490735	375652	382560	389942	397813	\$ 2,036,701
Total (US\$ thousands)	\$ 103,656,559	\$ 124,997,989	\$ 134,070,524	\$ 139,765,489	\$ 170,107,224	\$ 672,586,251

Source: Ministry of Education and Finance Working Group estimates.

External Funding by Donor and Project- Completed, Ongoing and Pipeline												
Funding Source/ Executing Agency	Project Title	Funding Type	Status DO	IP	2003	2004	2005	2006	2007	2008	Total	
Agha Khan Foundation/CIDA	Tajikistan Institutional Support Programm (TISP) Phase II Extension	Grant Divided over 4-year period	Y	ongoing	266,334	266,334	266,334	266,334			\$ 1,065,336	
Agha Khan Foundation/Swiss Agency for Development and Cooperation	Social Development in Eastern and South Eastern Tajikistan	Grant Divided over 4-year period	Y	ongoing	113,071	113,071	113,071	113,071			\$ 452,284	
Asian Development Bank	Loan 2053-TAJ: Education Sector Reform Project	Credit	Y	ongoing		250,000	1,000,000	2,600,000	1,950,000	1,700,000	\$ 7,500,000	
Asian Development Bank	TA 4312-TAJ: Strengthening Education Planning and Financial Management	Grant	Y	ongoing		100,000	50,000				\$ 150,000	
Asian Development Bank	TA 4267-TAJ: Strengthening Planning and Policy Dialogue for Education Sector Reform	Grant	Y				50,000	200,000	50,000		\$ 300,000	
Asian Development Bank	JFPR 9040-TAJ: School Improvement Project	Grant	Y	ongoing		16,800	134,200	1,109,400	739,600		\$ 2,000,000	
Asian Development Bank	TA on Education Sector Reform Project II	Grant	Y	future					200,000	200,000	\$ 400,000	
Asian Development Bank	Education Sector Reform Project II (Credit estimated at about \$4 million after 2008)	Credit	Y	future						200,000	\$ 200,000	
Asian Development Bank	Education Sector Reform Project II (Grant estimated at \$6 million after 2008)	Grant	Y	future						300,000	\$ 300,000	
EU: EA Save the Children	Quality, Relevance and Accesible Primary Education for the Children of Tajikistan	Grant	Y	ongoing		142,786	327,683	286,269	150,762		\$ 907,500	
Germany (GTZ)	Support of Basic Education	Grant	Y	ongoing	516,502	516,502	729,180	789,945	789,945	680,568	\$ 4,022,642	
Germany (GTZ) EA: CARE International	Promotion of Education Reform through Involvement of CBO in Yovon	Grant Divided over 2-year period	Y	ongoing		88,333	88,333	88,333			\$ 265,000	
Japan Grassroots Human Security Projects	Construction and/or Rehabilitation of Various Schools and Education Institutions	Grant	Y	ongoing	1,016,079	247,426	1,263,335				\$ 2,526,840	
OPEC EA: UNESCO	Textbook Development	Loan \$2million total	Y	ongoing			211,071				\$ 211,071	
Open Society Institute	Secondary Education Program	Grant	Y	ongoing	137,649	199,829	149,000	150,000	150,000		\$ 786,478	

Funding Source/ Executing Agency	Project Title	Funding Type	Status		2003	2004	2005	2006	2007	2008	Total
			DO	IP							
Open Society Institute	Higher Education Program	Grant	Y	ongoing	100,724	105,903	104,000	95,000	90,000	85,000	\$ 580,627
Open Society Institute	English Language Program	Grant	Y	ongoing	137,783	114,627	67,800	44,000			\$ 364,210
Open Society Institute	Debate Program	Grant	Y	ongoing	30,000	30,000	30,000	30,000			\$ 120,000
Save the Children, UK	Quality, Relevance and Accesible Primary Education for the Children of Tajikistan	Grant	Y	ongoing		47,595	109,227	95,423	50,255		\$ 302,500
U.S. Department of Agriculture EA: CARE International	Supporting Partnerships for Education in Tajikistan	Grant plus 2000 MT of food; Divided over 4-year period	Y	ongoing	533,333	533,333	533,333				\$ 1,600,000
U.S.AID EA: Agha Khan Foundation	Improving Basic Education in Tajikistan	Grant Divided over 4-year period	Y	ongoing	249,937	249,937	249,937	249,937			\$ 999,748
U.S.AID EA: Various	Participatory Education and Knowledge Strengthening (PEAKS Project)	Grant	Y	ongoing	718,956	1,294,926	1,361,892	792,124	312,617		\$ 4,480,515
U.S.AID EA: CARE International	Development Assistance Program (Education)	Grant Divided over 2-year period	Y	ongoing			105,500	105,500			\$ 211,000
USAID EA: Open Society Institute	Step by Step	Grant	Y	complete	224,567	246,674	177,858				\$ 649,099
UN World Food Programme	Protracted Relief and Recovery Operation- Food Assistance for Insecure Households; Recovery Operations in Tajikistan- Food for Education (school feeding and provision of take home rations)	Grant/Food Assistance=4 3,667mt in 2003-06	Y	ongoing, estimates for 2007&08	7,438,724	6,579,528	6,483,620	6,626,808			\$ 27,128,680
UNDP	Education Sector Project	Grant	Y	complete	71,191						\$ 71,191
UNESCO	Enhancement of Involvement of Civil Society and NGO's in EFA Promotion	Grant	Y	complete	2,000						\$ 2,000
UNESCO	Inclusive Education for Street Children	Grant	Y	ongoing		9,500	9,500				\$ 19,000
UNESCO	Advocacy for Girls' Education in Rural Areas	Grant	Y	ongoing		5,000	5,000				\$ 10,000
UNESCO	Status on the Pre-School Education in the Republic of Tajikistan	Grant	Y	complete		10,000					\$ 10,000
UNICEF	Various Education Sector Projects	Grant	Y	complete	1,246,666	1,168,732	463,200				\$ 2,878,598
World Bank	Education Modernization Program	Credit \$13m Grant \$7m GOT \$3m	Y	ongoing		2,000,000	2,000,000	7,000,000	7,000,000	5,000,000	\$ 23,000,000

Funding Source/ Executing Agency	Project Title	Funding Type	Status		2003	2004	2005	2006	2007	2008	Total
			DO	IP							
World Bank/German KfW, British DFID	Second Poverty Alleviation Project (Education portion)	Credit \$1.2m GOT \$.03m KfW \$2m DFID \$.5m	Y	ongoing	100,000	900,000	900,000	1,300,000	800,000		\$ 4,000,000
World Bank	Social Protection Reform Grant	Grant IDA/JSDf	Y	complete		575,000					\$ 575,000
World Bank	Rapid Response TA	Grant IDA	Y	future			50,000	100,000			\$ 150,000
World Bank	Third Poverty Alleviation Project (FY2007 possibly \$1.5 million total)	Not yet known IDA	Y	future				500,000	500,000		\$ 1,000,000
World Bank	Education SWAp (possibly \$15 million total)	Not yet known IDA	Y	future						500,000	\$ 500,000
Government of the Russian Federation	1.Federal Program of RF on assisting compatriots living abroad;2.The Program Of Mosow Governement on assiting compatriots aboroad;3. Aimerd Program on assisting education development in NIS's states.	Grant/Supplies	Y	ongoing			6,240,000				6,240,000
TOTALS					12,903,516	15,811,837	23,223,075	21,992,144	12,883,179	9,165,568	95,979,319

Source: Donor Survey by UNICEF September 2005. Compiled by Finance Working Group

Notes:

1. DO is Development Objective with a yes meaning a development objective is being addressed; IP is implementation progress
2. Some funds were reported in lump sum over a period of years. Where not divided, average fund allocations were calculated.