



# Technical Assistance Report

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Project Number: 37556  
June 2006

## Republic of Tajikistan: Preparing the Second Education Sector Reform Project

Asian Development Bank

## CURRENCY EQUIVALENTS

(as of 12 May 2006)

Currency Unit	–	somoni (TJS)
TJS1.00	=	\$0.359066
\$1.00	=	TJS2.78500

## ABBREVIATIONS

ADB	–	Asian Development Bank
ESRP	–	Education Sector Reform Project
MOE	–	Ministry of Education
NSED	–	National Strategy for Educational Development
TA	–	technical assistance

## TECHNICAL ASSISTANCE CLASSIFICATION

<b>Targeting Classification</b>	–	Targeted intervention
<b>Sector</b>	–	Education
<b>Subsector</b>	–	Basic education
<b>Themes</b>	–	Inclusive social development; capacity development
<b>Subtheme</b>	–	Human development

## NOTE

In this report, "\$" refers to US dollars.

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<b>Director General</b>	J. Miranda, Central and West Asia Regional Department (CWRD)
<b>Director</b>	I. Keum, Officer-in-Charge, Social Sectors Division, CWRD
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## I. INTRODUCTION

1. In 2005, the Government of the Republic of Tajikistan requested technical assistance (TA) from the Asian Development Bank (ADB) for preparing the Second Education Sector Reform Project (the Project). The TA is included in the 2006–2008 country strategy and program update.<sup>1</sup> ADB is currently financing the Education Sector Reform Project (ESRP),<sup>2</sup> the implementation progress of which is fully satisfactory. The Fact-Finding Mission was undertaken in March 2006, and reached agreement with the Government on the impact, outcome, scope, cost estimates, financing plan, implementation arrangements, and terms of reference for the proposed TA.<sup>3</sup>

## II. ISSUES

2. Since its independence in 1991, the Republic of Tajikistan has had increasing difficulties maintaining the universal primary education and high literacy achieved during the Soviet period. Declining budget resources and rising poverty have caused deterioration in the quality of education and a decline in access to primary and secondary education by school-age children. The consequences of the civil war that ended in 1997 further worsened access to and quality of education, particularly for the poor. The gross enrollment rate in basic education was 84.5% in 2004, compared with 97% in 1991.

3. The Government's goal is to establish a relevant education system that provides universal access to quality education for the country's children and young people, and is appropriate to the country's needs. Tajikistan has taken significant steps to reform the education sector and to ensure equity and equality with respect to quality education. However, major challenges remain.

4. Insufficient funding is an obstacle to the delivery of quality education. State expenditure on education was 3.2% of GDP or 17.1% of the public budget in 2004, compared with 2% of GDP or 16% of the public budget in 2000. More efficient use of resources and improvements in education financing are needed to improve the quality of education and ensure equitable access. On the demand side, poor families, especially those with many school-age children, are particularly burdened by the direct costs of education (e.g., books, clothing, stationery, and informal payments). The country's annual population growth rate (about 2%) is the highest among the Central Asian republics. More than 74% of the population resides in rural and remote mountainous areas. The education system is under growing pressure to improve the school infrastructure and ensure that students reaching school age over the next 10 years will have access to education. Educational quality is deteriorating because of funding constraints, particularly in rural areas. Gender disparity is emerging: in 2004 just 38% of girls were enrolled in grades 9–11. School attendance and completion rates in lower and upper secondary education are lower for girls than for boys.<sup>4</sup>

5. The curriculum is currently overloaded with subjects and content requirements that do not reflect modern learning methodologies. The national curriculum development policy and

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<sup>1</sup> ADB. 2005. *Country Strategy and Program Update (2006–2008): Tajikistan*. Manila.

<sup>2</sup> ADB. 2003. *Report and Recommendation of the President to the Board of Directors on a Proposed Loan to the Republic of Tajikistan for the Education Sector Reform Project*. Manila.

<sup>3</sup> The TA first appeared in *ADB Business Opportunities* on 6 February 2006.

<sup>4</sup> Updated statistics on gender disparities in school attendance are not available. However, a report by the United Nations Children's Fund (1998) indicates that there were 89 girls per 100 boys enrolled in lower secondary education.

framework needs to take into account standards, student competencies, textbook content, and the national student assessment system. Several education sector funding agencies have been revising the curriculum and developing textbooks, including the ADB-supported ESRP, which is supporting curriculum revision for two subjects in two grades. Despite external support, textbooks, learning materials, and learning aids are still lacking, particularly in secondary education, and in the languages of ethnic groups.

6. The learning assessment systems lack modern approaches for improving (i) the quality of education of school children transiting from primary to secondary education, (ii) assessment of what students learn during the school year, and (iii) assessment of school graduates entering higher education institutions. The Government established two national testing centers in 2006 to assess the knowledge of high school graduates entering universities. However, the learning assessment systems need to be strengthened and modernized.

7. Teacher remuneration and incentives are low, making it difficult to attract and retain teachers for science and language subjects, particularly in rural areas. There is a lack of science, language, and information communication technology teachers in secondary education, particularly in remote mountainous areas. Stronger support for strengthening teachers' professional development, including in-service teacher training, is required to support and successfully implement reforms in the curriculum and the learning assessment system.

8. The Government's Poverty Reduction Strategy paper, which was endorsed by the Parliament in June 2002, notes that the efficient and equitable provision of basic social services to vulnerable groups is an effective approach to poverty reduction. In 2005, about 63% of the population lived below the poverty line. The Government is updating the Poverty Reduction Strategy paper for 2006–2010, and is developing the National Development Strategy for 2006–2015. The National Strategy for Educational Development (NSED) for 2006–2015 sets out key priorities in the education sector, serves as an overall strategy for education reforms, and includes plans for achieving the education-related Millennium Development Goals, and the Education For All objectives. The NSED requires detailed plans in order to implement the overall strategy for education reforms.

9. The TA design builds on the initial achievements of and experience gained under ADB-supported projects, in particular the Social Sector Rehabilitation Project<sup>5</sup> and the ongoing ESRP, supported by the ongoing the School Improvement Project<sup>6</sup> and attached TA.<sup>7</sup> These projects have provided assistance in accordance with the country's sector priorities in the areas of education, poverty reduction and economic growth. The TA outcomes will build on results achieved by these projects, and include improving access to education in rural mountainous areas, developing an education management information system at the MOE, based on data collected through school mapping, and strengthening MOE capacity in education planning and management.

10. A major lesson learned is the importance of aid coordination in addressing sector-wide policy and strategy priorities. The TA will be closely coordinated with the grant from the

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<sup>5</sup> ADB. 1999. *Report and Recommendation of the President to the Board of Directors on Proposed Loan and Technical Assistance to the Republic of Tajikistan for the Social Sector Rehabilitation Project*. Manila.

<sup>6</sup> ADB. 2003. *Proposed Grant Assistance financed by the Japan Fund for Poverty Reduction to the Republic of Tajikistan for the School Improvement Project*. Manila.

<sup>7</sup> ADB. 2003. *Planning and Policy Dialogue for the Education Sector Reform Project*. Manila; and ADB. 2003. *Education Planning and Financial Management*. Manila.

Education For All Fast Track Initiative (administered by the World Bank,<sup>8</sup> USAID, and other external agencies), in order to ensure consistent support for sector reform and development. Given the importance of aid coordination, the TA will prepare a project to support the Government's plan to initiate a sector-wide approach initiative by 2008. Other lessons learned include the importance of stakeholder participation and community involvement in project design.

### III. THE TECHNICAL ASSISTANCE

#### A. Impact and Outcome

11. The TA will prepare a project that will contribute to an improved education system responsive to the needs of a modern economy and supportive of poor, disadvantaged children, particularly girls and children with special needs. The TA design and monitoring framework is in Appendix 1.

12. The project proposal will address key issues facing the education sector, and will include technical reports outlining recommendations regarding (i) a school development plan, (ii) a plan for developing and providing textbooks and learning materials, and (iii) a plan for modernizing learning assessment and teacher development. The project proposal will be in a format suitable for funding by ADB and consistent with the NSED.

#### B. Methodology and Key Activities

13. The TA will assist the Government review and update sector policies, analyze sector needs, and outline recommendations for action plans. It will assess achievements, progress, and remaining priorities, taking into consideration progress under the ESRP and projects funded by other funding agencies. Specific TA activities will include (i) identifying key medium- and long-term reform measures and assessing policy alternatives; (ii) reviewing sector policy documents, strategies and action plans to address priorities and investment needs; and (iii) providing interim and final reports containing detailed proposals for the project design, detailed cost estimates, institutional arrangements, and fiscal implications. The TA will (i) analyze current education sector expenditures and make recommendations on improving system efficiency and resource allocation and utilization; and (ii) review the medium-term expenditure framework for the education sector, focusing on fiscal sustainability, and prioritize functions by capital and recurrent expenditures. These activities will lay the groundwork for initiating a sector-wide approach initiative. The TA will include a study tour for MOE and Ministry of Finance education planning and financing specialists to an ADB member country, to facilitate the exchange of experience regarding alternative approaches for delivering and financing education services. The TA will ensure direct participation of key education stakeholders through close consultation. The TA will focus on the three principal areas outlined below.

14. **Sustainability of School Facilities.** The TA will examine school rehabilitation needs nationwide, based on the results of the MOE's recent school mapping surveys and aid agencies' studies and reports; it will focus on the investment needs of schools in remote mountainous areas with the lowest enrollment and attendance rates. Based on these surveys and school mapping results, the TA team will determine school capacity utilization, and needs for rehabilitation and upgrading of the school network. The TA will recommend necessary changes in building standards and requirements, and prepare a school development plan, with costs,

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<sup>8</sup> Ministry of Education. 2006. *Fast-Track Initiative Catalytic Fund on Education Development in the amount of \$18.4 million to the Republic of Tajikistan*. Dushanbe.

which prioritizes the remaining investment needs. The plan will serve as the basis for school development reform measures and investment activities under the project. The TA will also examine issues related to school accessibility for disadvantaged children and children with special needs.

15. **Curriculum, Textbooks, and Learning Materials.** The TA will review (i) the national curriculum, including curriculum content, plans, standards, requirements, and competencies; (ii) the national policy on curriculum development; and (iii) initiatives undertaken by the ongoing ESRP and other funding agencies. The TA will identify current and medium-term needs for textbooks, learning materials, teachers' guidebooks, and learning aids, particularly for subjects in which the most severe shortages are being experienced. Based on these assessments, the TA will outline recommendations for a plan for providing textbooks and learning materials. The plan will be used as the basis for developing textbooks and learning materials under the project. Particular attention will be given to the needs of ethnic groups and children with special needs. The TA will also prepare recommendations for a teacher training action plan, based on the curriculum, textbooks, learning materials, and learning assessment.

16. **Learning Assessment and Teacher Development.** The TA will review and analyze the capacity of existing learning assessment systems for using objective and performance-based methods for assessment of children's attainment at primary and secondary schools. The TA will identify key reform measures and outline recommendations for a modernization plan for learning assessment systems, drawing on relevant international experience. The plan will incorporate current Government initiatives in learning assessment, including the establishment of a national testing center. The action plan will be used as the basis for project activities in developing learning assessment systems.

17. The TA will review reform priorities in the area of teacher development, including training, professional development programs, incentives, and remuneration. In addition, the TA will assess education financing, decentralization of education management, private sector participation in the delivery of educational services, the fostering of community participation, and gender equality in education.

### **C. Cost and Financing**

18. The total cost of the TA is estimated at \$471,000 equivalent. The Government has requested that ADB finance \$400,000. The TA will be financed on a grant basis by ADB's TA funding program. ADB will finance domestic and international consulting services, production of reports, equipment, organization of workshops, field surveys, studies, a working study tour, and administrative and support services. The Government's contribution, estimated at \$71,000 equivalent, will be in kind. It will include the provision of counterpart staff, office accommodation, workshop and conference facilities, general office support, and exemptions from taxes and duties for TA inputs. The Government has been informed that approval of the TA does not commit ADB to finance any ensuing project. The detailed cost estimates and financing plan are in Appendix 2.

### **D. Implementation Arrangements**

19. The MOE will be the Executing Agency for the TA, and will provide counterpart staff support and suitably furnished office space for the TA team. The deputy minister of education will be the national TA director, and will oversee TA implementation. Current thematic working groups at the MOE will form a technical committee to work closely with the project preparatory

TA team on the TA objectives. The thematic groups will be supervised by the national director. The national steering committee for the ongoing ESRP will provide policy guidance for the TA, to ensure continuity between the ongoing and ensuing projects. The national steering committee will be chaired by the vice prime minister responsible for social sectors and include representatives from the MOE.

20. The TA will be implemented over 6 months, from September 2006 to February 2007. An inception report will be submitted within the first 2 weeks of TA implementation. An initial draft project proposal will be submitted by the end of the third month. A draft final report will be submitted at the end of the fifth month, including a draft loan project design in a format suitable for funding by ADB. A final report will be submitted 2 weeks after the planning workshop, which is to be held upon submission of the draft project design.

21. Key education sector stakeholders will participate directly, through consultation and focus group discussions. Parents, students, teachers and education staff, rural community leaders, parliamentary groups, the business community, and nongovernment organizations will provide input on major issues, policy recommendations, and education outcomes. Surveys and direct interviews of education sector stakeholders will be conducted to collect baseline data. Workshops will be held for stakeholders in urban and rural areas to discuss the outcomes of surveys and interviews, and to agree on policy recommendations and sector investment priorities.

22. The TA provides for 10 person-months of international consulting services and 34 person-months of domestic consulting services. The team of consultants will comprise the following: (i) education economist/planner (team leader) (international consultant, 4 person-months); (ii) education finance specialist/economist (domestic consultant, 7 person-months); (iii) curriculum, textbooks, and learning materials specialists (international consultant, 3 person-months; domestic consultant, 12 person-months [2 persons at 6 months each]); (iv) learning assessment and teacher development specialists (international consultant, 3 person-months; domestic consultant, 6 person-months); (v) civil engineer (domestic consultant, 6 person-months); (vi) poverty/gender specialist (domestic consultant, 3 person-months). The TA will also provide for research assistants and support staff. ADB will engage consultants through a firm using quality- and cost-based selection and the simplified technical proposal procedure in accordance with its *Guidelines on the Use of Consultants* and other arrangements satisfactory to ADB for the engagement of domestic consultants. Office equipment will be procured by the consultants in accordance with *ADB's Procurement Guidelines* and will be turned over to the MOE upon TA completion. Detailed terms of reference for consultants are in Appendix 4.

#### **IV. THE PRESIDENT'S DECISION**

23. The President, acting under the authority delegated by the Board, has approved the provision of technical assistance not exceeding the equivalent of \$400,000 on a grant basis to the Government of Tajikistan for preparing the Second Education Sector Reform Project, and hereby reports this action to the Board.

## DESIGN AND MONITORING FRAMEWORK

Design Summary	Performance Targets/Indicators	Data Sources/Reporting Mechanisms	Assumptions and Risks
<p><b>Impact</b> An improved education system responsive to the needs of a modern economy and supportive of poor, disadvantaged children, in particular girls, and children with special needs</p>	<p>Net enrollment ratio in primary and secondary education increased by 10% by 2015</p> <p>Youth unemployment rate reduced by 5% by 2015</p>	<p>Government statistics</p> <p>Labor market statistics</p>	<p><b>Assumptions</b></p> <ul style="list-style-type: none"> <li>• Stable economic growth</li> <li>• Strong commitment of all education stakeholders to effectively implement all education reforms</li> </ul>
<p><b>Outcome</b> A proposal for the Second Education Sector Reform Project agreed upon and confirmed with the Government</p>	<p>Memorandum of understanding signed by the Government of Tajikistan and the Asian Development Bank at loan appraisal by March 2007</p>	<p>Memorandum of understanding</p>	<p><b>Assumptions</b></p> <ul style="list-style-type: none"> <li>• Government ownership and broad stakeholder participation</li> </ul>
<p><b>Outputs</b> Technical reports outlining recommendations on plan for (i) school development, (ii) developing and providing textbooks and learning materials, and (iii) modernizing learning assessment and teacher development</p>	<p>Project objectives, strategies, and investment priorities assessed by November 2006</p> <p>Project components, cost estimates, and implementation arrangements prepared by January 2007</p>	<p>Inception and interim reports</p> <p>Draft final report</p> <p>School mapping results</p>	<p><b>Assumptions</b></p> <ul style="list-style-type: none"> <li>• Timely recruitment of competent international and domestic consultants</li> </ul> <p><b>Risks</b></p> <ul style="list-style-type: none"> <li>• Delays in start-up of the technical assistance</li> </ul>
<p><b>Activities with Milestones</b></p> <ol style="list-style-type: none"> <li>1. Consultant team is hired and starts work in the country (by September 2006).</li> <li>2. Inception report submitted (within 2 weeks of technical assistance (TA) implementation).</li> <li>3. Initial draft of the proposed project design developed and submitted (by November 2006, the third month of TA implementation).</li> <li>4. Draft final report and draft project loan design developed and submitted (by January 2007, at the end of fifth month of TA implementation).</li> <li>5. Final report, with outlined proposed project design, submitted (by February 2007, the (sixth month of TA implementation).</li> </ol>			<p><b>Inputs</b></p> <ul style="list-style-type: none"> <li>• ADB: \$400,000 from ADB TA funding program.</li> <li>• Government: \$71,000 in-kind.</li> </ul>

I. Keum  
OIC, CWSS

J. Miranda  
Director General, CWRD

**COST ESTIMATES AND FINANCING PLAN**  
(\$'000)

<b>Item</b>	<b>Total Cost</b>
<b>A. Asian Development Bank (ADB) Financing<sup>a</sup></b>	
1. Consultants	
a. Remuneration and Per Diem	
i. International Consultants	210.0
ii. Domestic Consultants	34.0
b. International and Local Travel	37.0
c. Reports and Communications	12.5
2. Equipment <sup>b</sup>	7.0
3. Training, Seminars, and Conferences	
a. Training Program	13.0
b. Working Study Tour	20.0
4. Surveys	18.0
5. Miscellaneous Administration and Support Costs	15.0
6. Representative for Contract Negotiations	5.0
7. Contingencies	28.5
<b>Subtotal (A)</b>	<b>400.0</b>
<b>B. Government Financing<sup>b</sup></b>	
1. Office Accommodation and Transport	25.0
2. Remuneration and Per Diem of Counterpart Staff	20.0
3. Others <sup>c</sup>	26.0
<b>Subtotal (B)</b>	<b>71.0</b>
<b>Total</b>	<b>471.0</b>

<sup>a</sup> Financed by ADB's technical assistance funding program.

<sup>b</sup> Printers, photocopying and fax machines, and desktop computers.

<sup>c</sup> Includes facilities for workshops, information, and local surveys.

Source: ADB estimates.

## OUTLINE TERMS OF REFERENCE FOR CONSULTANTS

### A. Overview

1. Implementation of the technical assistance (TA) will require 10 person-months of international consulting services and 34 person-months of domestic consulting services. The team of consultants will comprise the following (detailed terms of reference are provided below): (i) education economist/planner (team leader) (international consultant, 4 person-months); (ii) education finance specialist/economist (domestic consultant, 7 person-months); (iii) curriculum, textbooks and learning materials specialists (international consultant, 3 person-months; domestic consultant, 12 person-months [2 persons at 6 months each]); (iv) learning assessment and teacher development specialists (international consultant, 3 person-months; domestic consultant, 6 person-months); (v) civil engineer (domestic consultant, 6 person-months); (vi) poverty/gender specialist (domestic consultant, 3 person-months).

### B. Terms of Reference

#### 1. Education Economist/Planner (Team Leader) (international, 4 person-months)

2. As team leader, the education economist/planner will supervise and coordinate the work of the team members, act as spokesperson for all major issues, and be the principal focal point for the Asian Development Bank (ADB) and the Ministry of Education (MOE). Working closely with the national TA director, the team leader will be responsible for meeting all TA reporting requirements, producing quality and timely TA outputs, and preparing the proposed project design in compliance with all ADB requirements. The team leader will ensure that the TA is implemented based on a stakeholder participation strategy, with the active participation of key stakeholders from the central and local governments, educational institutions, and external funding agencies. The education economist/planner will provide technical inputs as required in the various TA activities, and will

- (i) provide technical expertise to the MOE in reviewing and realigning national sector policy documents with the MOE's sector needs;
- (ii) assess achievements, progress, and remaining priorities of the ongoing ADB-supported Education Sector Reform Project (ESRP) and projects funded by other aid agencies;
- (iii) assess aid coordination;
- (iv) prepare a detailed feasibility study to support the second ESRP (the Project) design;
- (v) together with the education finance specialist, analyze current expenditures and develop recommendations to improve the efficiency of resource allocation and utilization;
- (vi) review a medium-term expenditure framework for the education sector, prioritizing functions by capital and recurrent expenditures, for inclusion in a draft project framework;
- (vii) together with the TA team specialists, prepare reports outlining recommendations on plans for (a) school development, (b) developing and providing textbooks and learning materials, and (c) modernizing learning assessment and teacher development; and
- (viii) prepare an economic and financial analysis of TA activities, develop costs associated with the proposed project, and estimate the cost implications beyond the proposed project's lifetime.

3. The team leader will also (i) determine the scope for further private sector involvement in the education sector; (ii) identify preparatory groundwork for piloting a sector-wide approach initiative under the project, and (iii) plan and organize a working study tour to an ADB member country to facilitate exchange of knowledge and to learn about alternative methods for delivering and financing educational services.

4. The education economist/planner will design the following activities of the proposed project (i) education financing, (ii) decentralization of education management, and (iii) fostering community participation in education.

**2. Education Finance Specialist/Economist** (domestic, 7 person-months)

5. The specialist, under the supervision of the team leader will (i) analyze current expenditures and develop recommendations to improve the efficiency of resource allocation and utilization; (ii) review a medium-term expenditure framework for the education sector, prioritizing functions by capital and recurrent expenditures; and (iii) prepare economic and financial analyses (a) of TA activities, (b) for developing the costs of the proposed project, and (c) for estimating cost implications beyond the project's lifetime; (iv) determine the scope for further private sector involvement in the education sector and identify principal barriers to education service delivery by private operators; (v) assist in identifying preparatory groundwork for piloting a sector-wide approach initiative; (vi) identify key medium- and long-term reform measures and assess the cost of alternatives; (vii) outline recommendations for sector policy documents, strategies, and action plans to address priorities and investment needs; and (viii) prepare a detailed feasibility study to support the proposed project design.

**3. Curriculum, Textbooks and Learning Materials Specialists** (international, 3 person-months; domestic, 12 person-months [2 persons x 6 months each])

6. The specialists will (i) work primarily with the MOE and the Pedagogical Academy, in close cooperation with external funding agencies and the National Curriculum Board, to review and realign the current national curriculum (curriculum content, plans, standards, and requirements) with the unified policy on curriculum development, including initiatives undertaken in the ongoing ESRP; (ii) provide technical reports, with outlined recommendations, for a national curriculum development strategy; (iii) identify and analyze current and medium-term needs for textbooks, learning materials, teacher guidebooks, and learning aids, particularly for subjects in which the most severe shortages are being experienced; (iv) provide technical reports, with outlined recommendations, for a strategy for developing and providing textbooks and learning materials, which will be used as a basis for project activities; (v) analyze the needs of the different ethnic groups for learning materials, focusing on both the quantitative needs for textbooks and the qualitative aspects to be reflected to ensure cultural and gender appropriateness; (vi) analyze the needs of children with special learning needs; (vii) support the team leader in defining monitoring and performance indicators for the ensuing project; and (viii) outline recommendations for developing a time-bound plan on in-service teacher training modules, based on the realigned curriculum, textbooks and learning materials.

**4. Learning Assessment and Teacher Development Specialists** (international, 3 person-months; domestic, 6 person-months)

7. The specialists will (i) review and analyze the capacity of existing learning assessment systems for using objective and performance-based methods for assessment of children's attainment at primary and secondary schools; (ii) identify key reform measures for modernizing

learning assessment systems, drawing on relevant international experience; (iii) outline recommendations for a time-bound action plan and associated costs, which should incorporate (a) Government initiatives in learning assessment systems, including the establishment of the national testing center, and (b) the recommendations on the action plan, which will be used as the basis for the project activities relating to the development of learning assessment systems; (iv) outline recommendations for developing a strategy and plan for teacher development initiatives, including in-service training, professional development, remuneration and incentives; (v) support the team leader in defining monitoring and performance indicators on learning assessment and teacher development for the ensuing project, as well as identifying the scope for private sector involvement and community participation.

#### **5. Civil Engineer (domestic, 6 person-months)**

8. The specialist will (i) work primarily with the MOE capital construction department to examine the rehabilitation needs of schools nationwide, based on recent MOE surveys of schools and aid agencies' studies and reports, focusing on the investment needs of schools in remote mountainous areas with lowest enrollment and attendance rates; (ii) based on this assessment, prepare a schools development plan with associated costs, detailing the investment needs of priority schools. The plan will serve as the basis for planning school development reform measures and investment activities under the project. The specialist will also outline recommendations on updating building standards and requirements, and examine issues relating to school accessibility for disadvantaged children and children with special needs. The specialist will (i) conduct an environmental assessment of the impact of potential civil works under the project and will develop an environmental assessment review framework based on environmental screening criteria; (ii) clarify the status of land to be used for civil works under the project to ensure that no displacements that could trigger ADB's policy on involuntary resettlement will occur; and (iii) support the team leader in defining monitoring and performance indicators for the proposed project.

#### **6. Poverty/Gender Specialist (domestic, 3 person-months)**

9. The specialist will (i) conduct the TA's poverty and social analysis to ensure linkages to the National Strategy for Education Development and updated Poverty Reduction Strategy, and maximum coverage by the project of poor and vulnerable children; (ii) undertake stakeholder analysis, based on a stakeholder participation strategy, to (a) ensure maximum participation by poor and vulnerable groups in implementation of the TA and project, and (b) explore the relevance and adequacy of current curriculum for poor, disadvantaged and female students, ethnic groups, and students with special needs; (iii) identify and analyze potential gender-related issues, including reasons for the low enrollment, attendance, and completion of girls in lower and upper secondary education, which are to be considered in the project design and to be included in a plan on addressing gender issues in education; (iv) advise on approaches to improve learning achievement among disadvantaged children, girls, ethnic groups, and children with special needs; (v) collect and analyze statistical data, disaggregated by gender, area, and poverty status; and (vi) together with the team's curriculum, textbook, and teacher development specialists, (a) analyze the needs of the different ethnic groups for learning materials, focusing on both the quantitative need for textbooks and qualitative aspects to be addressed to ensure cultural and gender appropriateness; and (b) analyze the needs of children with special needs; and (vii) support the team leader in defining monitoring and performance indicators for the proposed project.

## INITIAL POVERTY AND SOCIAL ANALYSIS

### A. Linkages to the Country Poverty Analysis

<b>Is the sector identified as a national priority in country poverty analysis?</b>	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No	<b>Is the sector identified as a national priority in country poverty partnership agreement?</b>	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No
<p><b>Contribution of the sector or subsector to reduce poverty in Tajikistan:</b>          The Government of Tajikistan is strongly committed to providing education to its citizens. Access to education and the quality of education are the main priorities outlined in the nation's Poverty Reduction Strategy and the national Strategy for Education Development (2006–2015). Education is the key to better human development, a better workforce and an educated society, and leads to better income opportunities, but also to higher value of education benefits by parents for their children, and thus an escape from the poverty trap. The predominant focus of the TA on the poor will contribute to preparation of the proposed project, which will aim to reduce poverty, contribute to sustainable economic growth, and in particular will address the gap emerging between urban and rural schools in the quality of and access to education.</p>			

### B. Poverty Analysis

**Targeting Classification:** Targeted Intervention

<p><b>What type of poverty analysis is needed?</b></p> <p>The TA will conduct a poverty and social analysis, reflecting the priority placed on poverty eradication by the National Strategy for Education Development and the updated Poverty Reduction Strategy with the Project' impact and maximum coverage of poor and vulnerable children under Project.</p> <p>The stakeholder analysis will ensure the relevance and adequacy of the current curriculum for poor, disadvantaged groups, and children with special learning needs. The analysis will identify potential gender issues to be considered in the project design. The TA will broadly address learning achievement among disadvantaged children, girls, and ethnic groups; and children with special learning needs. Statistical data will be disaggregated by gender, area, and a poverty index.</p>
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### C. Participation Process

<p><b>Is there a stakeholder analysis?</b>      <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>The stakeholder analysis will ensure the direct participation of parents, students, teachers and education staff, rural community leaders, parliamentary groups, business community, and nongovernment organizations in education issues and policy recommendations.</p> <p><b>Is there a participation strategy?</b>      <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>The stakeholder participation strategy will be implemented through surveys and direct interviews to be conducted by the TA team. A series of workshops with the education stakeholders' groups at central and rural levels will be organized to discuss surveys outcomes and to draw conclusions for policy recommendations, sector development, and priority investments.</p>
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### D. Gender Development

<p><b>Strategy to maximize impacts on women:</b></p> <p>There is no gender discrepancy in primary education, with universal access to education for girls and boys. However, the latest statistics indicate an emerging gender discrepancy in lower and upper secondary education, and in particular a high dropout rate for girls in grades 9–11. The TA will assess issues of gender equality in education by focusing on mechanisms to increase secondary education enrollment, attendance, and completion by girls.</p> <p><b>Has an output been prepared?</b>      <input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> <p>The TA will prepare a plan to address gender priorities in education under the project.</p>
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**E. Social Safeguards and Other Social Risks**

Item	Significant/ Not Significant/ None	Strategy to Address Issues	Plan Required
<b>Resettlement</b>	<input type="checkbox"/> Significant <input type="checkbox"/> Not significant <input checked="" type="checkbox"/> None		<input type="checkbox"/> Full <input type="checkbox"/> Short <input checked="" type="checkbox"/> None
<b>Affordability</b>	<input checked="" type="checkbox"/> Significant <input type="checkbox"/> Not significant <input type="checkbox"/> None	The TA will analyze and assess measures to increase enrollment in primary and secondary schools, particularly among poor and disadvantaged children. The TA will examine current education sector expenditures and make recommendations to improve resource allocation and utilization efficiency in the education system.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Labor</b>	<input type="checkbox"/> Significant <input type="checkbox"/> Not significant <input checked="" type="checkbox"/> None		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Indigenous Peoples</b>	<input type="checkbox"/> Significant <input checked="" type="checkbox"/> Not significant <input type="checkbox"/> None	The TA will conduct a feasibility study to assess needs relating to the development and provision of textbooks and learning materials. The study recommendations will be closely examined during the preparation of the proposed project design. These recommendations will be used as a basis for the project activities for developing textbooks and learning materials. Based on these recommendations, further needs for textbooks and learning materials of ethnic groups (i.e., Uzbek, Kyrgyz, and Russian) and children with special learning needs will be assessed during the project design stage.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Other Risks and/or Vulnerabilities</b>	<input type="checkbox"/> Significant <input type="checkbox"/> Not significant <input checked="" type="checkbox"/> None		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No