

Data Sheet

USAID Mission:	Tajikistan
Program Title:	Improved Quality of and Access to Basic Education
Pillar:	Economic Growth, Agriculture and Trade
Strategic Objective:	119-0340
Status:	Continuing
Planned FY 2006 Obligation:	\$210,000 FSA
Prior Year Unobligated:	\$5,000 FSA
Proposed FY 2007 Obligation:	\$195,000 FSA
Year of Initial Obligation:	2004
Estimated Year of Final Obligation:	2007

Summary: USAID's Basic Education Program is aimed at broadening access to quality education, by focusing on in-service teacher training, management capacity, efficiency in finance, and parent and community participation.

Inputs, Outputs, Activities:

FY 2006 Program:

Achieve Equitable Access to Quality Basic Education (\$210,000 FSA, \$5,350 FSA carryover). Funding in FY 2006 will be used primarily for program management needs. USAID will continue to provide technical assistance to the Government to implement a pilot per capita finance model in five districts. This year, the Government will finalize a plan to monitor the pilots to ensure that outcomes are in line with desired results. USAID will also design a simple accounting system for use at the district level and provide training to districts on how to use it. Training for school administrators and local education authorities in school management will continue at the pilot schools. USAID will provide funding for a supplemental training and capacity building activity for secondary teachers. The mid-term assessment of the Basic Education Program recommended that USAID ensure that schools that have received primary level training receive some training for secondary teachers, as well. Principal contractors/grantees: Academy for Educational Development (prime), Open Society Institute (sub), Abt Associates (sub), and Aga Khan Foundation (prime).

FY 2007 Program:

Achieve Equitable Access to Quality Basic Education (\$195,000 FSA). USAID will explore opportunities to fund small-scale initiatives focusing on institutionalizing the reform process. Program directions may include integrating modern teaching methodologies in pre-service teacher training institutes, linking the institutes with the Professional Development Schools, and continuing to streamline education finance. Policy-level technical assistance may also be provided to the Ministry of Education for curriculum reform. Principal contractor/grantee: TBD (prime).

Performance and Results: Results in 2005 met or exceeded our expectations in most program areas. Project outcomes were slightly less than expected in the infrastructure and community mobilization areas since fewer schools were renovated overall due to the high cost of renovation, resulting in the formation of fewer School Rehabilitation Committees. While the 23 Professional Development Schools (PDS) in Tajikistan are still at an early stage of development and will begin to provide training to teachers in surrounding schools only during the final year and half of the project, teacher training institutes and local education officials are beginning to recognize the potential of these schools. Local education officials have added the Kulyob PDS to the list of Ministry-recommended "base schools." This reflects the Ministry's recognition that the quality of education in this school is exceptional and its intention to send teachers to observe lessons there. In 2005, PDS schools began to develop relationships with 81 cluster schools selected from nearby areas. USAID trained 434 teachers in modern interactive pedagogy, and 180 education administrators in the principles of effective school management. With 104 schools involved, USAID estimates that a total of 62,058 children currently benefit from the program. Fifty-seven community groups have been created to support quality improvement in education and address access issues at the local level. The program's model for community mobilization has also been adopted by the

World Bank project to mobilize schools to formulate project proposals and manage grants. This year, school renovations were completed successfully by eight community groups, with the average community cost share equal to 20% of the total project value, far surpassing USAID expectations. USAID provided \$171,000 to outfit 432 classrooms in 45 program schools with furniture in FY 2005. The project also provided materials for furniture repair (wood, metal frames, bolts) to schools renovated in 2004 and 2005. School authorities organized delivery of the materials from project warehouses and mobilized community members to assist in the repair of furniture in 24 renovated schools. By the end of October 2005, 100% of furniture will be repaired at these schools.

By program's end, teacher training and capacity building will raise the quality of teaching, as modern methodologies become embedded in the country's teacher education cycles. Children will study in better physical environments, and better financing mechanisms will increase the efficiency with which schools are able to provide educational services. USAID activities in basic education complement World Bank efforts by providing long-term technical assistance in the development of pilot school-based in-service teacher training centers, community mobilization models, policy development, and policy implementation.

US Financing in Thousands of Dollars

Tajikistan

119-0340 Improved Quality of and Access to Basic Education	FSA
Through September 30, 2004	
Obligations	180
Expenditures	66
Unliquidated	114
Fiscal Year 2005	
Obligations	230
Expenditures	0
Through September 30, 2005	
Obligations	410
Expenditures	66
Unliquidated	344
Prior Year Unobligated Funds	
Obligations	5
Planned Fiscal Year 2006 NOA	
Obligations	210
Total Planned Fiscal Year 2006	
Obligations	215
Proposed Fiscal Year 2007 NOA	
Obligations	195
Future Obligations	150
Est. Total Cost	970