# October 26, 2020

# MID-TERM EDUCATION ACTION PLAN (MTEAP) FOR 2021-2023

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| **2. EARLY DEVELOPMENT AND PRESCHOOL EDUCATION** | | | | | | | | | | |
| **Overall goal: By 2030, ensure that all girls and boys have access to quality systems for the development, care and preschool education of young children, so that they are ready for primary education (SDG 4.2).** | | | | | | | | | | |
| **Long-term outcome 2.1 (Policy priority 1): All children are provided safe and equitable access to care, early development and early childhood education.** | | | | | | | | | | |
| **Intermediate outcome 2.1.1: Increased coverage with quality and affordable preschool education services up to 50% for children aged 3-6 years old through the provision of new and existing facilities, including variety of preschool education facilities and programmes.** | | | | | | | | | | |
| Planned activities | Implementation period | Priority reform measure (#) | Link with RF | Total cost (in '000 somoni) | Financing (in '000 somoni) | | | Financing gap | Development partners | Implementing agencies  (in addition to MoES) |
| Republican budget | Local budgets | Grants, loans |
| (1) Revise, finalize and agree with relevant ministries and agencies legal acts, that regulate activities of all types of alternative models and programmes of provision of preschool education. | 2021 | 4.1.1 | 15  (2.2.2) | 42.5 | 21.2 |  | 21.2 |  |  | Lower Chamber of Parliament, Academy of Education |
| **(2)** Revise and update the legislative framework to stimulate the provision of private services in preschool education, as well as public-private partnerships. | 2022 | 4.1.11 | 82  (6.1.2)  83  (6.1.2)  84  (6.1.3) | 49.4 | 38.8 |  | 10.6 |  |  | Government of the Republic of Tajikistan, Ministry of Finance, Ministry of Economic Development and Trade, Tax Committee under the Government of Tajikistan |
| **(3)** Revise the Government resolution regulating parental contributions to preschool institutions in accordance with economic opportunities of the population in towns and districts. | 2022 | 4.1.13 | 81  (6.1.2)  83  (6.1.3) | 260.9 | 48.5 |  | 212.4 |  |  | Government of the Republic of Tajikistan, Ministry of Finance |
| **(4)** Together with the Ministry of Health and Social Protection of the Population of the Republic of Tajikistan, amend the existing sanitary and epidemiological standards, taking into account new alternative forms of preschool education and the current situation. | 2021 | 4.1.13 | 11  (2.1.2)  10  (2.1.1)  15  (2.2.2) | 38.7 |  |  | 38.7 |  |  | Ministry of Health and Social Protection of the Population |
| **(5)** Conduct mapping exercise to assess demand for types of preschool institutions in each district. | 2021 | 4.1.5 | 15  (2.2.2) | 4,101.0 |  |  | 4,101.0 |  |  | Sub-national governments |
| **(6)** Increase the number of seats through opening new alternative preschool institutions in accordance with the completed mapping. | 2021-2023 | 4.1.5 | 15  (2.2.2) | 6,216.0 |  | 216.0 | 6,000.0 |  |  | Government of the Republic of Tajikistan, sub-national governments |
| **(7)** Increase the number of seats through rehabilitation and reconstruction of existing preschool institutions, and optimization of available space, taking into account the needs (in particular, children with disabilities, the supply of drinking water, working sewers, provision of wash basins and appropriate lighting) in accordance with the new sanitary and epidemiological norms. | 2022-2023 | 4.1.2  4.1.6 | 5  (2.1.1)  8  (2.1.1)  9  (2.1.1)  12  (2.1.2) | 60,720.0 | 30,000.0 | 720.0 | 30,000.0 |  |  | Government of the Republic of Tajikistan, sub-national governments |
| **(8)** Increase the number of seats in preschool institutions through the construction of new preschool institutions, as well as sports areas and playgrounds for children. | 2021-2023 | 4.1.6  4.1.2 | 5  (2.1.1)  7  (2.1.1) | 630,720.0 | 315,000.0 | 720.0 | 315,000.0 |  |  | Government of the Republic of Tajikistan, sub-national governments |
| **(9)** Develop relevant documents to return the buildings, which are used for other purposes, to the system of preschool education, and assess the condition of these buildings. | 2022 | 4.1.6 | 5  (2.1.1)  10  (2.1.1)  12  (2.1.2) | 2,089.3 | 38.8 |  | 2,050.5 |  |  | Government of the Republic of Tajikistan, sub-national governments |
| **Intermediate outcome 2.1.2: A socially safe and supportive environment is created to increase the coverage of all children with early development and early childhood education.** | | | | | | | | | | |
| Planned activities | Implementation period | Priority reform measure (#) | Link with RF | Total cost (in '000 somoni) | Financing (in '000 somoni) | | | Financing gap | Development partners | Implementing agencies  (in addition to MoES) |
| Republican budget | Local budgets | Grants, loans |
| **(10)** Improve the mechanisms for identifying vulnerable children jointly with sub-national governments and in accordance with the national programme for targeted social assistance (TSA). | 2021-2022 | 4.1.1  4.1.4  4.1.13 | 5  (2.1.1)  6  (2.1.1)  11  (2.1.2) | 657.8 | 42.7 |  | 615.1 |  |  | Government of the Republic of Tajikistan, sub-national governments |
| **(11)** Develop construction standards of all types of preschool institutions taking into account the needs of children with special needs and disabilities. | 2021 | 4.1.2  4.1.6 | 11  (2.1.2)  12  (2.1.2) | 245.1 | 19.4 |  | 225.7 |  |  | Committee for Architecture and Construction, Government of the Republic of Tajikistan |
| **(12)** Develop mechanisms for financing alternative forms of activity and programs in preschool education. | 2021 | 4.1.11  4.1.13 | 15  (2.2.2)  82  (6.1.2) | 40.7 | 19.4 |  | 21.3 |  |  | Ministry of Finance |
| **(13)** Develop and agree a unified staffing schedule for all types of preschool educational institutions. | 2021-2022 | 4.1.8  4.1.7 | -- | 11,404.9 | 38.8 | 11,353.4 | 12.7 |  |  | Ministry of Finance, MoLME |
| **(14)** Develop job description for staff of preschool educational institutions of all types. | 2021 | 4.1.8  4.1.7 | 14  (2.2.1) | 5.2 | 3.9 |  | 1.3 |  |  | MoLME |
| **(15)** Ensure uninterrupted broadcast of programs on national and regional levels for early childhood development and preschool education; demonstration classes for preschool-aged children are organized. | 2021-2023 | 4.1.8  4.1.4 | 5  (2.1.1) | 300.0 | 300.0 |  |  |  |  | Committee for television and radio broadcasting under the Government of the Republic of Tajikistan |
| **(16)** Provide medical offices in state preschool facilities with necessary equipment. | 2021-2023 | 4.1.3  4.1.2  4.1.6 | 10  (2.1.1)  11  (2.1.2) | 3,337.4 |  | 1,537.4 | 1,800.0 |  |  | Ministry of Health and Social Protection of the Population, sub-national governments |
| **Long-term outcome 2.2 (Policy priority 2): Guaranteed quality inclusive early development and preschool education for all children.** | | | | | | | | | | |
| **Intermediate outcome 2.2.1: The professional competencies of specialists in early development and preschool education (of all forms of ownership) are improved in accordance with modern requirements for the development and education of young children.** | | | | | | | | | | |
| Planned activities | Implementation period | Priority reform measure (#) | Link with RF | Total cost (in '000 somoni) | Financing (in '000 somoni) | | | Financing gap | Development partners | Implementing agencies  (in addition to MoES) |
| Republican budget | Local budgets | Grants, loans |
| **(17)** Develop and endorse adapted and individual educational programs for children with special needs (in particular, for children with hearing and vision impairment, as well as children with intellectual, mental, developmental, behavioral and emotional deviation, etc.). | 2021-2022 | 4.1.8 | 2  (cross-cutting)  5  (2.1.1)  6  (2.1.1) | 791.4 | 41.4 |  | 750.0 |  |  | Academy of Education of Tajikistan, MoHSP |
| **(18)** Develop and approve programmes to increase parental knowledge and competencies on the development of children, including the rights and needs of children with special educational needs and, in particular, children with disabilities. | 2021-2022 | 4.1.4 | 2  (cross-cutting) | 238.8 | 13.8 |  | 225.0 |  |  | Academy of Education of Tajikistan, MoHSP |
| **(19)** Develop and approve alternative professional development programs for pedagogical staff of preschool institutions, taking into account the level of education and preparation of participants, as well as a program for new forms of preschool education. | 2021-2023 | 4.1.9 | 13  (2.2.1)  14  (2.2.1) | 2,155.0 | 355.0 |  | 1,800.0 |  |  | Academy of Education of Tajikistan, Republican Institute for Professional Development of Education Workers |
| **(20)** Introduce preparatory classes on school readiness in the curricula of higher education institutions (preschool faculties). | 2022 | 4.1.8 | -- |  |  |  |  |  |  | Academy of Education, Republican Institute for Professional Development of Education Workers, higher educational institutions |
| **(21)** Update regulatory documents with regard to recruitment of staff to ensure compliance of qualification requirements with the requirements of early childhood development and preschool education. | 2021 | 4.1.7  4.1.9 | 13  (2.2.1)  14  (2.2.1) | 25.8 | 19.4 |  | 6.4 |  |  |  |
| **(22)** Develop a program to prepare specialists (psychologist, social teacher, and special teacher) for working with children with special educational needs and disabilities. | 2021-2022 | 4.1.7 | 13  (2.2.1)  14  (2.2.1) | 133.3 | 7.8 |  | 125.5 |  |  | Academy of Education of Tajikistan, Republican Institute for Professional Development of Education Workers, MoHSP |
| **(23)** Develop special instructions for the admission of children with special needs (of all categories) to preschool educational institutions. | 2022 | 4.1.8 | 2  (cross-cutting) | 54.0 | 19.4 |  | 34.6 |  |  | MoHSP |
| **(24)** Train specialists to work with children with special educational needs. | 2021-2022 | 4.1.7  4.1.9  4.1.10 | 13  (2.2.1)  14  (2.2.1) | 98.6 |  |  | 98.6 |  |  | Republican Institute for Professional Development of Education Workers |
| **(25)** Improve qualifications of teaching category of teachers (specialist of Institutes of Professional Development). | 2021-2023 | 4.1.9  4.1.10 | 13  (2.2.1) | 41.4 |  |  | 41.4 |  |  | Government of the Republic of Tajikistan |
| **(26)** Train specialists of all forms of preschool educational institutions capable of ensuring the diverse development of children from early years and the necessary support. | 2021-2023 | 4.1.9  4.1.10 | 13  (2.2.1)  14  (2.2.1) | 493.1 |  |  | 493.1 |  |  |  |
| **(27)** Develop professional development program for working with children of national minorities. | 2021-2022 | 4.1.8  4.1.9 | 13  (2.2.1)  14  (2.2.1) | 19.1 |  |  | 19.1 |  |  | Academy of Education of Tajikistan, Republican Institute for Professional Development of Education Workers |
| **(28)** Train administrative personnel of preschool educational institutions about the application of the new legislative framework. | 2021-2023 | 4.1.7  4.1.9 | 13  (2.2.1)  14  (2.2.1) | 493.1 |  |  | 493.1 |  |  | Republican Institute for Professional Development of Education Workers |
| **Intermediate outcome 2.2.2: Improved early development and preschool education curricula.** | | | | | | | | | | |
| Planned activities | Implementation period | Priority reform measure (#) | Link with RF | Total cost (in '000 somoni) | Financing (in '000 somoni) | | | Financing gap | Development partners | Implementing agencies  (in addition to MoES) |
| Republican budget | Local budgets | Grants, loans |
| **(29)** Modernize the state program "Ranginkamon" and the programme for alternative forms of education (and methodical recommendations). | 2021-2022 | 4.1.8 | 15  (2.2.2) | 134.1 | 8.5 |  | 125.5 |  |  | Academy of Education of Tajikistan |
| **(30)** Review and update Early Learning Development Standards (ELDS) and curricula of all types of preschool educational institutions for the care, development and education of young children. | 2021-2022 | 4.1.8 | 15  (2.2.2) | 545.4 | 8.5 |  | 536.8 |  |  | Academy of Education of Tajikistan |
| **(31)** Develop and produce digital, television, visual, didactic materials and guidelines for working with all children (including children with special educational needs and, in particular, children of national minorities and with disabilities). | 2021-2023 | 4.1.8 | 15  (2.2.2) | 2,566.0 | 154.8 |  | 2,411.2 |  |  |  |
| **Intermediate outcome 2.2.3: An effective system and an institutional mechanism is introduced for quality assessment of developmental skills in all preschool educational institutions.** | | | | | | | | | | |
| Planned activities | Implementation period | Priority reform measure (#) | Link with RF | Total cost (in '000 somoni) | Financing (in '000 somoni) | | | Financing gap | Development partners | Implementing agencies  (in addition to MoES) |
| Republican budget | Local budgets | Grants, loans |
| **(32)** Develop a tool and approve at the Collegium of the MoES for quality assessment of preschool educational services (as well as for assessing the safety and security of children; for assessing infrastructure; and for assessing inclusive education in preschool educational institutions). | 2021-2023 | 4.1.10 | 16  (2.2.3) | 215.5 | 13.7 |  | 201.8 |  |  |  |
| **(33)** Train specialists of the MoES and its departments, divisions and units to use the developed assessment tools. | 2021-2023 | 4.1.10 | 17  (2.2.3) | 493.1 |  |  | 493.1 |  |  |  |
| **(34)** Develop regulatory documents to facilitate the collection of information on private early childhood development centers. | 2021 | 4.1.11  4.1.12 | 85  (6.1.4)  86  (6.1.4)  87  (6.1.5) | 215.5 | 13.7 |  | 201.8 |  |  |  |

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| **3. GENERAL SECONDARY EDUCATION** | | | | | | | | | | |
| **Overall goal: By 2030, ensure that all girls and boys complete free, equitable and high-quality primary and secondary education to achieve relevant and effective learning outcomes (SDG 4.1).** | | | | | | | | | | |
| **Long-term outcome 3.1 (Policy priority 1): Equal access to general secondary education is ensured for all children.** | | | | | | | | | | |
| **Intermediate outcome 3.1.1: Equal access to general secondary education is ensured by providing appropriate and quality infrastructure.** | | | | | | | | | | |
| Planned activities | Implementation period | Priority reform measure (#) | Link with RF | Total cost (in '000 somoni) | Financing (in '000 somoni) | | | Financing gap | Development partners | Implementing agencies  (in addition to MoES) |
| Republican budget | Local budgets | Grants, loans |
| **(1)** Develop and approve normative documents regulating access to inclusive education based on a comprehensive analysis. | 2021-2022 | 4.2.2 | 18  (3.1.1)  26  (3.1.2) | 352.7 | 100.1 |  | 252.6 |  |  |  |
| **(2)** Prepare an action plan to attract children from vulnerable population (including children with special educational needs and disabilities) and from boarding schools. | 2021 | 4.2.2  4.2.4 | 2  (cross-cutting)  18  (3.1.1)  26  (3.1.2) | 60.2 | 19.4 |  | 40.8 |  |  | Government of the Republic of Tajikistan, sub-national governments |
| **(3)** Prepare alternative and accelerated development programs for migrant children, street children, stateless children, national minorities, etc. | 2021-2023 | 4.2.2  4.2.4 | 2  (cross-cutting)  26  (3.1.2) | 8,978.1 | 1,000.0 |  | 7,978.1 |  |  | Government of the Republic of Tajikistan, sub-national governments |
| **(4)** Introduce alternative programs (accelerated learning) to ensure access to quality inclusive education. | 2022-2023 | 4.2.2  4.2.4 | 2  (cross-cutting)  26  (3.1.2) | 4,968.5 |  | 4,968.5 |  |  |  | Government of the Republic of Tajikistan, sub-national governments |
| **(5)** Develop norms that meet the needs of children with disabilities in the planning and construction of educational, sports, leisure and other infrastructure for schoolchildren. | 2022 | 4.2.1 | 22  (3.1.1)  26  (3.1.2) | 55.1 | 19.4 |  | 35.7 |  |  | Committee for Architecture and Construction under the Government |
| **Intermediate outcome 3.1.2: Equitable access to general secondary education is ensured by creating a socially safe and supportive learning environment.** | | | | | | | | | | |
| Planned activities | Implementation period | Priority reform measure (#) | Link with RF | Total cost (in '000 somoni) | Financing (in '000 somoni) | | | Financing gap | Development partners | Implementing agencies  (in addition to MoES) |
| Republican budget | Local budgets | Grants, loans |
| **(6)** Carry out the analysis and mapping for the construction of new general secondary educational institutions based on the demographic situation and the number of available educational institutions. | 2021 | 4.2.1 | 21  (3.1.1)  26  (3.1.2) | 4,101.0 |  |  | 4,101.0 |  |  | Agency for Statistics under the President, sub-national governments |
| **(7)** Repair and construct new schools (in the amount of at least 30,000 seats annually) to provide access to education and the required amenities (such as lighting, water, heating, sewage, accessibility, and security). | 2021-2023 | 4.2.1  4.2.11 | 21  (3.1.1)  22  (3.1.1) | 2,700,000.0 | 540,000.0 |  | 2,160,000.0 |  |  | Government of the Republic of Tajikistan, sub-national governments, private sector |
| **(8)** Carry out maintenance work in educational institutions in accordance with the developed sanitary and epidemiological norms. | 2021-2023 | 4.2.1 | 22  (3.1.1) | 675,000.0 | 168,750.0 |  | 506,250.0 |  |  | Government of the Republic of Tajikistan, Ministry of Health and Social Protection of the Population, sub-national governments, private sector |
| **(9)** Develop and implement programs on the work with teachers and parents whose children do not attend or drop out of school for various reasons, in order to prevent this process. | 2021-2023 | 4.2.4 | 20  (3.1.1) | 113.9 | 58.2 |  | 55.6 |  |  | General secondary educational institutions, sub-national education departments/units in oblasts, districts and towns |
| **(10)** Revise legislation and regulations in order to create mechanisms to support students and receive education in accordance with age-specific characteristics, which will reduce the dropout rate. | 2021-2023 | 4.2.4 | 20  (3.1.1)  24  (3.1.1)  30  (3.2.1) | 137.2 | 58.2 |  | 79.0 |  |  | Ministry of Justice, Parliament |
| **(11)** Implementation of the concept "a safe school - there is always a solution" and environmental matters in the educational process (in formative, classroom and school-wide educational hours) and training of teachers in general secondary educational institutions. | 2021-2022 | 4.2.5  4.2.6 | 91  (6.1.6) | 392.7 | 49.5 |  | 343.2 |  |  | Academy of Pedagogical Sciences of the Republic of Tajikistan, Committee for Emergency Situations under the Government |
| **Long-term outcome 3.2 (Policy priority 2): The quality and relevance of primary and secondary general education is improved, enabling all pupils to achieve the established learning outcomes.** | | | | | | | | | | |
| **Intermediate outcome 3.2.1: The staffing potential of professional workers of all general secondary educational institutions is strengthened.** | | | | | | | | | | |
| Planned activities | Implementation period | Priority reform measure (#) | Link with RF | Total cost (in '000 somoni) | Financing (in '000 somoni) | | | Financing gap | Development partners | Implementing agencies  (in addition to MoES) |
| Republican budget | Local budgets | Grants, loans |
| **(12)** Carry out the needs assessment and retraining of teachers, managers and methodological specialists of general secondary educational institutions has been launched (with an annual coverage of at least 20% of teachers). | 2021-2023 | 4.2.5  4.2.8 | 29  (3.2.1)  31  (3.2.1) | 39,894.6 | 7,900.5 |  | 31,994.0 |  |  | Republican Institute for Professional Development and Re-Training of Education Workers |
| **(13)** Ensure regular payment for the management of: (a) methodological associations, (b) group work, (c) methodological councils, (d) groups for monitoring the quality of education in general secondary educational institutions. | 2021-2023 | 4.2.7 | -- | 18,625.1 |  | 18,390.0 | 235.1 |  |  | Ministry of Finance, Civil Service Agency under the Government |
| **(14)** Develop the mechanism for the recognition of certificates (according to the requirements of the programs) obtained at various educational platforms. | 2021 | 4.2.5 | -- | 65.0 |  |  | 65.0 |  |  | Agency for Supervision of Education and Science under the President |
| **(15)** Develop mechanisms for distance and blended learning, taking into account the infrastructure necessary for their implementation. | 2021-2023 |  | 30  (3.2.1) |  |  |  |  |  |  |  |
| **(16)** Create the system for teachers' needs assessment and improve the system of training, retraining and their professional development has been brought in line (taking into account innovative forms of advanced training, including distance and blended learning). | 2021-2023 | 4.2.5 | 30  (3.2.1)  31  (3.2.1)  24  (3.1.1) | 27,905.0 | 6,913.0 |  | 20,992.0 |  |  | Republican Institute for Professional Development and Re-Training of Education Workers |
| **(17)** Improve the teacher attestation system taking into account the transition to a three-year system of professional development. | 2021-2022 | 4.2.5 | 29  (3.2.1)  31  (3.2.1) | 334,109.8 |  | 333,937.5 | 172.3 |  |  |  |
| **(18)** Undertake the monitoring of general secondary educational institutions (based on the developed tool), which will determine the directions for further methodological support to improve the quality of education based on a competency-based approach. | 2021-2023 | 4.2.5  4.2.8 | 34  (3.2.2)  35  (3.2.3) | 3,941.3 | 7.8 |  | 3,933.5 |  |  | Academy of Education of Tajikistan, Agency for Supervision of Education and Science under the President |
| **(19)** Train specialists of the MoES its subordinate structures, as well as school administrators, in the use of the National Framework for education quality assessment. | 2022 | 4.2.8 | 35  (3.2.3) | 972.0 |  |  | 972.0 |  |  | Republican Institute for Professional Development and Re-Training of Education Workers |
| **Intermediate outcome 3.2.2: The curriculum based on the competency-based approach in general secondary educational institutions has been improved.** | | | | | | | | | | |
| Planned activities | Implementation period | Priority reform measure (#) | Link with RF | Total cost (in '000 somoni) | Financing (in '000 somoni) | | | Financing gap | Development partners | Implementing agencies  (in addition to MoES) |
| Republican budget | Local budgets | Grants, loans |
| **(20)** Develop and publish new textbooks and teaching materials. | 2021-2023 | 4.2.10  4.2.6 | 22  (3.1.1) | 383,895.8 | 153,558.3 |  | 230,337.5 |  |  |  |
| **(21)** Ensure the availability of modernized curricula and teaching materials (including e-learning, distance learning, etc.) for teachers, heads of educational institutions and methodologists in educational institutions. | 2021-2023 | 4.2.6 | 22  (3.1.1)  34  (3.2.2) | 431.0 |  |  | 431.0 |  |  |  |
| **(22)** Revision of the extracurricular programs to ensure they are in line with competency-based education (number of extracurricular programs developed and implemented by the Center for Education Development). | 2021-2023 | 4.2.6 | 34  (3.2.2) |  |  |  |  |  |  |  |
| **Intermediate outcome 3.2.3: An effective system and institutional quality assessment mechanism is introduced in institutions of general secondary education, based on a competency-based approach.** | | | | | | | | | | |
| Planned activities | Implementation period | Priority reform measure (#) | Link with RF | Total cost (in '000 somoni) | Financing (in '000 somoni) | | | Financing gap | Development partners | Implementing agencies  (in addition to MoES) |
| Republican budget | Local budgets | Grants, loans |
| **(23)** Develop the national concept and framework for assessing the quality of education in order to transform policies. | 2021-2023 | 4.2.8 | 35  (3.2.3) | 7,652.6 | 78.4 |  | 7,574.3 |  |  | National Testing Center under the President, State Supervision Service in Education |
| **(24)** Design the national framework for initial, final and standardized assessment to measure student learning outcomes, including competency standards in general secondary education (diagnostic, formative, summative and standardized). | 2021 | 4.2.8 | 35  (3.2.3) | 117.3 | 19.4 |  | 97.9 |  |  | Academy of Education of Tajikistan, Agency for Supervision of Education and Science under the President, National Testing Center under the President |
| **(25)** Develop and pilot the tools for standardized national assessments of acquired knowledge, skills and competencies. | 2022-2023 | 4.2.8 | 35  (3.2.3) | 987.4 |  |  | 987.4 |  |  | Academy of Education of Tajikistan, Center for Training and Methodology, National Testing Center under the President |
| **(26)** Conduct the assessment of the quality of education based on the developed National Framework for General Secondary Education and trained specialists. | 2023 | 4.2.8 | 35  (3.2.3) | 1,429.3 | 24.0 |  | 1,405.3 |  |  | National Training Center under the President |
| **(27)** Process and publish the data and outcomes of national assessments to ensure transparency and accountability. | 2023 | 4.2.8  4.2.13 | 35  (3.2.3) |  |  |  |  |  |  | National Training Center under the President, Education Working Group of the Development Coordination Council (DCC) |
| **(28)** Carry out the analysis of existing tools and develop new tools for an intra-school formative assessment of the current problems of teaching in general secondary education, state educational institutions, and methodological departments and classrooms. | 2021-2022 | 4.2.12  4.2.8 | 35  (3.2.3) | 431.0 |  |  | 431.0 |  |  |  |

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| **4. PRIMARY AND SECONDARY PROFESSIONAL EDUCATION** | | | | | | | | | | |
| **Overall goal: By 2030, ensure equal access to primary and secondary professional education, as well as the training of highly qualified specialists who will have been demanded on the domestic and international labor market.** | | | | | | | | | | |
| **Long-term outcome 4.1 (Policy priority 1): All women and men have equal access to primary and secondary professional education.** | | | | | | | | | | |
| **Intermediate outcome 4.1.1: Improved access for all to primary and secondary professional education by expanding and modernizing infrastructure and creating an enabling environment.** | | | | | | | | | | |
| Planned activities | Implementation period | Priority reform measure (#) | Link with RF | Total cost (in '000 somoni) | Financing (in '000 somoni) | | | Financing gap | Development partners | Implementing agencies  (in addition to MoES) |
| Republican budget | Local budgets | Grants, loans |
| **(1)** Construct new primary and secondary professional educational institutions in line with international standards. | 2023 | 4.3.1 | 41  (4.1.1) | 81,644.7 | 31,244.7 |  | 50,400.0 |  |  | Ministry of Labor, Migration and Employment of the Population |
| **(2)** Undertake maintenance work in order to modernize the existing primary and secondary professional educational institutions, taking into account the creation of conditions for people with disabilities. | 2021-2023 | 4.3.1  4.3.3 | 42  (4.1.1)  2  (cross-cutting) | 187,200.0 | 37,440.0 |  | 149,760.0 |  |  | Primary and secondary professional educational institutions, adult learning and resource centers |
| **(3)** Regularly carry out information campaigns for career guidance among young people, especially girls, the formation of competencies for the right choice of profession, and the promotion of the importance of computer technology and engineering professions (not only among girls, but also their parents). | 2021-2023 | 4.3.4 | -- | 321.5 | 32.1 |  | 289.3 |  |  | Primary and secondary professional educational institutions, adult learning and resource centers |
| **(4)** Introduce the youth (in particular, girls) to international skills competitions (e.g., ideas about the world championship in professional excellence according to World Skills). | 2021-2023 | 4.3.4 | -- | 321.5 | 48.2 |  | 273.3 |  |  | Primary and secondary professional educational institutions, adult learning and resource centers |
| **Long-term outcome 4.2 (Policy priority 2): The quality of education is improved for graduates of primary and secondary professional educational institutions that meets the requirements of the labor market.** | | | | | | | | | | |
| **Intermediate outcome 4.2.1: Increased staffing potential of workers in primary and secondary professional education.** | | | | | | | | | | |
| Planned activities | Implementation period | Priority reform measure (#) | Link with RF | Total cost (in '000 somoni) | Financing (in '000 somoni) | | | Financing gap | Development partners | Implementing agencies  (in addition to MoES) |
| Republican budget | Local budgets | Grants, loans |
| **(5)** Develop the Program for Professional Training of Citizens of the Republic of Tajikistan for the period until 2025. | 2021 | 4.3.6  4.3.14 | -- |  |  |  |  |  |  | Ministry of Labor, Migration and Employment of the Population |
| **(6)** Develop the National Qualifications Framework. | 2021-2023 | 4.3.8 | 50  (4.2.2) | 286.9 |  |  | 286.9 |  |  | Ministry of Labor, Migration and Employment of the Population |
| **(7)** Revise the classifier of occupations (ISCO 08) and the classification of education (ISCED 13). | 2021-2023 | 4.3.11 | 50  (4.2.2) | 286.9 |  |  | 286.9 |  |  | Ministry of Labor, Migration and Employment of the Population |
| **(8)** Carry out the computerization of the educational process of primary and secondary professional educational institutions and adult learning resource centers. | 2021-2023 | 4.3.2  4.3.14 | 44  (4.1.1) | 20,625.0 | 4,125.0 |  | 16,500.0 |  |  | Primary and secondary professional educational institutions |
| **(9****)** Develop and implement innovative tools and methods for assessing student learning outcomes in institutions of primary and secondary professional educational institutions. | 2023 | 4.3.11  4.3.10 | 49  (4.2.2)  46  (4.2.1) | 193.1 | 19.1 |  | 174.0 |  |  | Primary and secondary professional educational institutions |
| **(10)** Prepare educational institutions of primary and secondary professional education for international accreditation. | 2022 | 4.3.12 | 49  (4.2.2) | 174.0 | 26.1 |  | 147.9 |  |  | Primary and secondary professional educational institutions, HEIs (which completed/passed independent accreditation) |
| **(11)** Develop and implement quality management systems in educational institutions of primary and secondary professional education. | 2022 | 4.3.10 | 49  (4.2.2) | 95.6 | 9.6 |  | 86.1 |  |  | Primary and secondary professional educational institutions |
| **(12)** Develop electronic educational resources and electronic teaching aids (educational databases, educational programs, etc.). | 2023 | 4.3.2 | 44  (4.1.1) | 2,491.5 | 80.4 |  | 2,411.2 |  |  | Primary and secondary professional educational institutions |
| **(13)** Develop and implement a mechanism for tracking the employment of graduates of primary and secondary professional educational institutions. | 2023 | 4.3.5 | 47  (4.2.2) | 95.6 | 9.6 |  | 86.1 |  |  | Ministry of Labor, Migration and Employment of the Population |
| **(14)** Improve the qualifications of engineering and pedagogical staff as part of the continuous professional development program (seminars, trainings, short-term courses). | 2021-2023 | 4.3.7 | 46  (4.2.1) | 3,548.0 |  |  | 3,548.0 |  |  | Primary and secondary professional educational institutions |
| **(15)** Carry out seminars and training courses for engineering and pedagogical staff on project development. | 2021 | 4.3.15 | -- | 254.3 |  |  | 254.3 |  |  | Ministry of Labor, Migration and Employment of the Population, HEIs,  primary and secondary professional educational institutions |
| **(16)** Strengthen the staff potential in primary and secondary professional educational institutions, taking into account modern requirements for their selection, preparation, and remuneration. | 2021-2023 | 4.3.16  4.3.17 | 45  (4.2.1)  46  (4.2.1) | 1,000.0 |  |  | 1,000.0 |  |  | Ministry of Labor, Migration and Employment of the Population, primary and secondary professional educational institutions |
| **(17)** Implement the engineering and pedagogical staff management information system. | 2021-2023 | 4.3.7 | 86  (6.1.4)  88  (6.1.5) |  |  |  |  |  |  | Ministry of Labor, Migration and Employment of the Population, primary and secondary professional educational institutions |
| **Intermediate outcome 4.2.2: The activities of primary and secondary professional educational institutions are strengthened in accordance with the needs of the labor market.** | | | | | | | | | | |
| Planned activities | Implementation period | Priority reform measure (#) | Link with RF | Total cost (in '000 somoni) | Financing (in '000 somoni) | | | Financing gap | Development partners | Implementing agencies  (in addition to MoES) |
| Republican budget | Local budgets | Grants, loans |
| **(18)** Develop a mechanism for the facilitation of sectoral dialogue (e.g., organization of job fairs, internships for students and teachers, employability of graduates, and others). | 2021 | 4.3.9 | 48  (4.2.2) | 114.8 | 19.1 |  | 95.6 |  |  | Ministry of Labor, Migration and Employment of the Population, Primary and secondary professional educational institutions |

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| **5. HIGHER PROFESSIONAL EDUCATION** | | | | | | | | | | |
| **Overall goal: By 2030, ensure that all women and men have equitable access to affordable and quality higher professional education (SDG 4.3).** | | | | | | | | | | |
| **Long-term outcome 5.1 (Policy priority 1): Improved equitable access to higher professional education for all.** | | | | | | | | | | |
| **Intermediate outcome 5.1.1: Access to higher professional education has been increased due to the expansion and modernization of the infrastructure of higher educational institutions (HEIs) and the opening of demanded specialties.** | | | | | | | | | | |
| Planned activities | Implementation period | Priority reform measure (#) | Link with RF | Total cost (in '000 somoni) | Financing (in '000 somoni) | | | Financing gap | Development partners | Implementing agencies  (in addition to MoES) |
| Republican budget | Local budgets | Grants, loans |
| **(1)** Improve and strengthen advertising strategies of HEIs for graduates of general secondary educational institutions, professional and technical lyceums and professional colleges, including open door days and maintaining websites. | 2021-2022 | 4.4.1  4.4.7 | 51  (5.1.1)  52  (5.1.1) | 295.6 |  |  | 95.6 | 200.0 |  | Higher educational institutions (HEIs), Ministry of Labor, Migration and Employment of the Population |
| **(2)** Develop legislation and regulatory documents in order to increase the share of the admission quota and the development of other benefits to increase the admission of girls to science and pedagogy. | 2021-2022 | 4.4.2 | 3  (cross-cutting)  53  (5.1.1) | 157.8 | 14.3 |  | 143.5 |  |  | Higher educational institutions (HEIs), adult learning and resource centers |
| **(3)** Carry out labor market analysis for the development of girls' programs that meet the domestic and international labor markets, and priority regional economic development areas. | 2021-2023 | 4.4.2 | 72  (5.2.4)  60  (5.1.2) | 3157.8 | 14.3 |  | 1,143.5 | 2,000.0 |  | Ministry of Labor, Migration and Employment of the Population,  HEIs, adult learning and resource centers |
| **(4)** Carry out analysis and develop legislation and regulatory documents for the design of programs for the allocation of thematic stipends as a way to promote the participation of girls in scientific and pedagogical activity. | 2021-2022 | 4.4.3 | 53  (5.1.1)  60  (5.1.2) | 258.6 | 23.5 |  | 235.1 |  |  | Higher educational institutions (HEIs), adult learning and resource centers |
| **(5)** Develop national standards for the modernization of buildings and premises of HEIs in order to provide access to education for people with disabilities. | 2021-2023 | 4.4.4 | 59  (5.1.2) | 229.9 | 20.9 |  | 209.0 |  |  | Higher educational institutions (HEIs), adult learning and resource centers |
| **(6)** Carry out the reconstruction of buildings in preparation for the admission of students with disabilities. | 2021-2023 | 4.4.4 | 55  (5.1.1)  58  (5.1.2) | 4,300.0 | 1,000.0 |  | 2,150.0 | 1,150.0 |  | Higher educational institutions (HEIs), adult learning and resource centers |
| **(7)** Adapt the curricula (including distance learning) for students with disabilities. | 2021-2023 | 4.4.6  4.4.4 | 57  (5.1.1) | 4,500.0 | 1,500.0 |  | 1,500.0 | 1,500.0 |  | Higher educational institutions (HEIs) |
| **(8)** Prepare the curricula by the National University of Tajikistan for the retraining of the teaching staff to improve pedagogical skills in supporting and educating students with disabilities. | 2021-2022 | 4.4.16  4.4.9  4.4.8 | 61  (5.2.1) | 3,150.0 |  |  |  | 3,150.0 |  | National University of Tajikistan |
| **(9)** Develop uniform norms/criteria for all HEIs, supported by regulatory documents, with regards to the provision of stipends to low-income students. | 2021-2022 | 4.4.4 | 78  (6.1.2) | 114.9 | 10.4 |  | 104.5 |  |  | Higher educational institutions (HEIs) |
| **(10)** Review and improve legislation and regulatory documents stimulating the education of students with disabilities. | 2021-2023 | 4.4.6 | 2  (cross-cutting)  57  (5.1.1) | 219.3 | 19.9 |  | 199.3 |  |  | Higher educational institutions (HEIs) |
| **(11)** Develop digital educational programs, software and technical equipment to provide distance learning. | 2021-2023 | 4.4.6 | 57  (5.1.1) | 34,700.0 | 9,080.0 |  | 10,620.0 | 15,000.0 |  | Higher educational institutions (HEIs) |
| **(12)** Train teachers of distance learning. | 2021-2023 | 4.4.6  4.4.10 | 61  (5.2.1)  73  (5.2.4) | 1,730.0 |  |  | 1,730.0 |  |  | HEIs, Republican Institute for Professional Development of Education Workers |
| **Intermediate outcome 5.1.2: Favorable environment created to improve access to higher professional education.** | | | | | | | | | | |
| Planned activities | Implementation period | Priority reform measure (#) | Link with RF | Total cost (in '000 somoni) | Financing (in '000 somoni) | | | Financing gap | Development partners | Implementing agencies  (in addition to MoES) |
| Republican budget | Local budgets | Grants, loans |
| **(13)** Develop and implement the Concept of safe and supportive learning environment in higher educational institutions (HEIs). | 2021-2023 | 4.4.4 | 91  (6.1.6) | 205,4 | 23,4 |  | 182,0 |  |  |  |
| **Long-term outcome 5.2 (Policy priority 2): The quality of higher professional education, whose graduates meet the requirements of the labor market, is improved.** | | | | | | | | | | |
| **Intermediate outcome 5.2.1: The curriculum and the teaching staff of higher educational institutions (HEIs) complies with international standards.** | | | | | | | | | | |
| Planned activities | Implementation period | Priority reform measure (#) | Link with RF | Total cost (in '000 somoni) | Financing (in '000 somoni) | | | Financing gap | Development partners | Implementing agencies  (in addition to MoES) |
| Republican budget | Local budgets | Grants, loans |
| **(14)** Develop a mechanism to attract gifted graduates to undertake pedagogical activity. | 2021-2023 | 4.4.8 | -- | 172.4 | 15.7 |  | 156.7 |  |  | Higher educational institutions (HEIs) |
| **(15)** Revise and improve the system of motivation and stimulation for research, scientific achievements and innovative projects in higher professional education. | 2021-2023 | 4.4.8 | -- | 172.4 | 15.7 |  |  | 156.7 |  | Higher educational institutions (HEIs) |
| **(16)** Develop new mechanisms and requirements for competitive selection of personnel and the formation of human potential. | 2021-2023 | 4.4.9 | -- | 64.0 | 5.8 |  | 58.2 |  |  | Higher educational institutions (HEIs) |
| **(17)** Develop the professional development program for scientific, pedagogical and administrative staff. | 2021-2023 | 4.4.9 | 61  (5.2.1) | 9,000.0 | 3,000.0 |  | 3,000.0 | 3,000.0 |  | Higher educational institutions (HEIs) |
| **(18)** Develop documents on the rating assessment of the activity outcomes of scientific and pedagogical personnel. | 2021-2023 | 4.4.9 | -- | 114.1 | 10.4 |  | 103.7 |  |  | Higher educational institutions (HEIs) |
| **(19)** Develop an electronic system for rating and assessment of the achievements of faculty members. | 2021-2023 | 4.4.9  4.4.10 | -- | 114.2 | 10.4 |  | 103.8 |  |  | Higher educational institutions (HEIs) |
| **(20)** Introduce mandatory professional development of the teaching staff of online teaching (i.e. distance learning) into the HEIs' strategic development plans. | 2021-2022 | 4.4.8  4.4.10 | 61  (5.2.1) |  |  |  |  |  |  | Higher educational institutions (HEIs) |
| **Intermediate outcome 5.2.2: An effective system and institutional mechanism for training and quality assessment has been introduced in institutions of higher professional education, based on the needs of the labor market.** | | | | | | | | | | |
| Planned activities | Implementation period | Priority reform measure (#) | Link with RF | Total cost (in '000 somoni) | Financing (in '000 somoni) | | | Financing gap | Development partners | Implementing agencies  (in addition to MoES) |
| Republican budget | Local budgets | Grants, loans |
| **(21)** Develop the National Qualifications Framework. | 2021-2023 | 4.4.13 | 65  (5.2.2) | 114.2 | 10.4 |  | 103.8 |  |  | Ministry of Labor, Migration and Employment of the Population |
| **(22)** Revise the State classifier of specialties in order reflect to new specialties. | 2021-2022 | 4.4.13 | 65  (5.2.2) | 114.2 | 10.4 |  | 103.8 |  |  | Ministry of Labor, Migration and Employment of the Population, HEIs |
| **(23)** The new state educational standard for higher professional education has been developed. | 2021-2022 | 4.4.13 | 65  (5.2.2) | 114.2 | 10.4 |  | 103.8 |  |  | Higher educational institutions (HEIs) |
| **(24)** Develop new standard curricula in accordance with international requirements (in particular, in accordance with the logic and principles of the Bologna process). | 2021-2023 | 4.4.13 | 65  (5.2.2) | 1,914.2 | 310.4 |  | 1,003.8 | 600.0 |  | Higher educational institutions (HEIs) |
| **(25)** Create the national independent accreditation system of educational programs and educational institutions. | 2021-2022 | 4.4.9 | 68  (5.2.2) | 205.6 | 23.4 |  | 182.2 |  |  | Higher educational institutions (HEIs) |
| **(26)** Prepare higher education institutions (HEIs) for international accreditation, including preparing an action plan. | 2021-2023 | 4.4.9  4.4.13 | 68  (5.2.2) | 252.6 |  |  | 221.3 | 31.2 |  | HEIs, which completed/passed independent accreditation |
| **(27)** Develop and implement the new national quality assessment system in higher professional education. | 2021-2023 | 4.4.9 | 66  (5.2.2) | 546.1 | 66.1 |  | 480.0 |  |  | Higher educational institutions (HEIs) |
| **(28)** Introduce a quality management system in HEIs, as well as prepare legislative and regulatory documents on HEI activities. | 2021-2023 | 4.4.10 | 66  (5.2.2) | 40,080.0 | 10,020.0 |  | 15,000.0 | 15,060.0 |  | Higher educational institutions (HEIs) |
| **(29)** Introduce modern educational technologies in HEIs for training and education quality assessment. | 2021-2023 | 4.4.10 | 66  (5.2.2) | 48,000.0 | 17,000.0 |  |  | 31,000.0 |  | Higher educational institutions (HEIs) |
| **(30)** Train university faculty (i.e. teaching staff) of HEIs in modern teaching technologies. | 2021-2023 | 4.4.13 | 61  (5.2.1) | 1,891.5 |  |  | 1,891.5 |  |  | Higher educational institutions (HEIs) |
| **Intermediate outcome 5.2.3: The interaction of higher education institutions with the private sector, development partners and civil society has been strengthened.** | | | | | | | | | | |
| Planned activities | Implementation period | Priority reform measure (#) | Link with RF | Total cost (in '000 somoni) | Financing (in '000 somoni) | | | Financing gap | Development partners | Implementing agencies  (in addition to MoES) |
| Republican budget | Local budgets | Grants, loans |
| **(31)** Strengthen collaboration with foreign HEIs to develop joint mobility and cooperation programs. | 2021-2023 | 4.4.11 | 63  (5.2.1) |  |  |  |  |  |  | Higher educational institutions (HEIs) |
| **(32)** Develop legislation and regulatory documents on the academic mobility. | 2021-2023 | 4.4.11 | 63  (5.2.1) | 119.4 | 15.6 |  | 103.8 |  |  | Higher educational institutions (HEIs) |
| **(33)** Strengthen the cooperation of HEIs with employers through the intensification of internships, joint projects and partnerships, and the professional development as demanded by employers. | 2021-2023 | 4.4.14 | 67  (5.2.2)  69  (5.2.3) | 1,314.2 | 410.4 |  | 103.8 | 800.0 |  | Higher educational institutions (HEIs) |
| **(34)** Increase the number of HEI platforms for practical training; Include employers in the academic councils, as well as educational and methodological councils of HEIs. | 2021-2023 | 4.4.14 | 67  (5.2.2)  69  (5.2.3) | 9,440.0 | 2,028.0 |  |  | 7,412.0 |  | Line ministries and agencies, higher educational institutions (HEIs) |
| **(35)** Equip the educational process of HEIs with modern technology. | 2021-2023 | 4.4.10 | 57  (5.1.1)  88  (6.1.5) | 23,094.3 | 7,698.1 |  |  | 15,396.2 |  | HEIs |
| **(36)** Carry out analysis of the educational market and the labor market in order to identify opportunities for the development of dual education. | 2021-2023 | 4.4.12 | 62  (5.2.1) | 519.2 |  |  | 519.2 |  |  | Ministry of Labor, Migration and Employment of the Population |
| **(37)** Develop electronic educational resources and electronic teaching aids (educational databases, learning programs, etc.). | 2021-2023 | 4.4.10  4.4.19 | 88  (6.1.5) |  |  |  |  |  |  | HEIs |
| **Intermediate outcome 5.2.4: Strengthened research and development (R&D), as well as platforms to stimulate innovation.** | | | | | | | | | | |
| Planned activities | Implementation period | Priority reform measure (#) | Link with RF | Total cost (in '000 somoni) | Financing (in '000 somoni) | | | Financing gap | Development partners | Implementing agencies  (in addition to MoES) |
| Republican budget | Local budgets | Grants, loans |
| **(38)** Attract investment into research (scientific activity). | 2021-2023 | 4.4.15 | 83  (6.1.2) | 114.2 | 10.4 |  | 103.8 |  |  | HEIs |
| **(39)** Open new dissertation councils at the Higher Attestation Commission of the Republic of Tajikistan and the Higher Attestation Commission of the Russian Federation. | 2021-2023 | 4.4.15 | 74  (5.2.4) | 127.3 | 76.4 |  |  | 50.9 |  | HEIs, Higher Attestation Committee of the Republic of Tajikistan |

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| **6. GOVERNANCE AND FINANCING** | | | | | | | | | | |
| **Overall goal: By 2030, the governance and financing of the education system will be sustainable, efficient and transparent.** | | | | | | | | | | |
| **Long-term outcome 6.1 (Policy priority 1): The effectiveness of the education sector governance system has been strengthened.** | | | | | | | | | | |
| **Intermediate outcome 6.1.1: Per capita (normative) financing is the main mechanism for the distribution of budgetary resources allocated to the education sector.** | | | | | | | | | | |
| Planned activities | Implementation period | Priority reform measure (#) | Link with RF | Total cost (in '000 somoni) | Financing (in '000 somoni) | | | Financing gap | Development partners | Implementing agencies  (in addition to MoES) |
| Republican budget | Local budgets | Grants, loans |
| **(1)** Carry out analysis with regards to per-capita financing formula for preschool and general secondary educational institutions in order to create a mechanism for annual updating of per-capita normatives and their impact. | 2021-2022 | 4.5.1 | 75  (6.1.1)  76  (6.1.1)  79  (6.1.2)  82  (6.1.2) | 430.6 | 38.8 |  | 391.8 |  |  | Ministry of Finance |
| **(2)** Develop and improve legislation and regulatory documents with regards to per-capita financing of preschool and general secondary educational institutions, taking into account the needs of vulnerable children. | 2023 | 4.5.1 | 75  (6.1.1)  76  (6.1.1)  79  (6.1.2)  82  (6.1.2) | 273.9 |  |  | 273.9 |  |  |  |
| **(3)** Pilot per-capita financing of higher education institutions (HEIs). | 2021-2022 | 4.5.1 | 75  (6.1.1)  77  (6.1.1)  79  (6.1.2) | 432.3 | 38.8 |  | 393.5 |  |  | Government of the Republic of Tajikistan, Ministry of Finance |
| **(4)** Develop new governance and financing mechanism for professional development of education workers. | 2022-2023 | 4.5.2  4.5.4  4.5.8 | 83  (6.1.2) | 587.4 | 19.4 |  | 568.0 |  |  | Republican Institute for Professional Development of Education Workers |
| **(5)** Carry out analysis of the motivational mechanisms for young professionals and reforming of the remuneration system in educational institutions in line with per-capita funding. | 2021-2022 | 4.5.2 | 75  (6.1.1)  76  (6.1.1)  79  (6.1.2) | 200.0 |  |  | 200.0 |  |  | Ministry of Labor, Migration and Employment of the Population |
| **Intermediate outcome 6.1.2: A multi-channel financing system is widely used at all levels of the education sector.** | | | | | | | | | | |
| Planned activities | Implementation period | Priority reform measure (#) | Link with RF | Total cost (in '000 somoni) | Financing (in '000 somoni) | | | Financing gap | Development partners | Implementing agencies  (in addition to MoES) |
| Republican budget | Local budgets | Grants, loans |
| **(6)** Develop mechanisms for financing alternative forms and programs of preschool education. | 2021-2022 | 4.5.2 | 82  (6.1.2) | 567.6 | 58.2 |  | 509.4 |  |  | Ministry of Finance |
| **(7)** Mechanisms have been developed for financing early childhood development centers in preschool and general secondary educational institutions. | 2021-2022 | 4.5.2 | 82  (6.1.2) |  |  |  |  |  |  | Ministry of Finance |
| **(8)** Develop and implement system (mechanism) for the formation, distribution and use of extra-budgetary funds, which facilitates access of educational institutions to extra-budgetary financial resources and stimulates investment in education. | 2021-2023 | 4.5.2 | 81  (6.1.2)  83  (6.1.2) | 58.2 |  |  | 58.2 |  |  | Ministry of Finance |
| **(9)** Carry out analysis of the possibility of state educational institutions to generate income from various extra-budgetary sources. | 2023 | 4.5.2  4.5.7 | 81  (6.1.2)  83  (6.1.2) | 61.4 | 9.4 |  | 52.0 |  |  | Ministry of Finance |
| **Intermediate outcome 6.1.3: New forms of partnership between the public and private sector in education have been pursued and implemented.** | | | | | | | | | | |
| Planned activities | Implementation period | Priority reform measure (#) | Link with RF | Total cost (in '000 somoni) | Financing (in '000 somoni) | | | Financing gap | Development partners | Implementing agencies  (in addition to MoES) |
| Republican budget | Local budgets | Grants, loans |
| **(10)** Carry out analysis of the possibility of using the of public-private partnership (PPP) mechanism in the regions, including possible legislative review of PPPs in relation to education sector. | 2021 | 4.5.9 | 84  (6.1.3) | 341.1 | 38.8 |  | 300.3 |  |  | State Committee for Investment and State Property Management (SCISPM) |
| **(11)** Improve the public-private partnership (PPP) mechanism in the education sector. | 2022-2023 | 4.5.9 | 84  (6.1.3) | 50.0 | 2.0 |  | 48.0 |  |  | State Committee for Investment and State Property Management (SCISPM) |
| **Intermediate outcome 6.1.4: Implemented and/or modernized management information systems in the education sector.** | | | | | | | | | | |
| Planned activities | Implementation period | Priority reform measure (#) | Link with RF | Total cost (in '000 somoni) | Financing (in '000 somoni) | | | Financing gap | Development partners | Implementing agencies  (in addition to MoES) |
| Republican budget | Local budgets | Grants, loans |
| **(12)** Introduce the Education Management Information System (EMIS) for all levels of education and the education departments/ divisions, and ensure its Internet connectivity. | 2021-2023 | 4.5.6 | 86  (6.1.4)  88  (6.1.5) | 29,905.3 |  |  | 29,905.3 |  |  | Sub-national governments |
| **(13)** Enhance capacity for the collection, processing and use of educational data at all levels of education. | 2021-2023 | 4.5.6 | 86  (6.1.4)  88  (6.1.5) | 972.0 |  |  | 972.0 |  |  | Academy of Education of Tajikistan, Center for Training and Methodology, National Testing Center under the President |
| **(14)** Improve the system for collecting statistics on preschool educational institutions (e.g. on staff shortages, on private early childhood development centers, coverage of children by age, etc.). | 2021-2022 | 4.1.12 | 86  (6.1.4)  88  (6.1.5) | 283.1 | 18.0 |  | 265.0 |  |  | Agency for Statistics under the President, Ministry of Labor, Migration and Employment of the Population |
| **(15)** Develop and implement an online program "Moliya" of the Education Management Information System (EMIS) for financial reporting, covering preschool and general secondary educational institutions. | 2022-2023 | 4.5.6 | 85  (6.1.4)  88  (6.1.5) | 6,075.1 |  |  | 6,075.1 |  |  | Ministry of Finance |
| **(16)** Complete training of specialists of the education departments/ divisions on the use of the Education Management Information System (EMIS). | 2022-2023 | 4.5.3 | 86  (6.1.4)  88  (6.1.5) | 448.4 | 38.8 |  | 409.6 |  |  | Ministry of Finance |
| **Intermediate outcome 6.1.5: Digital technologies are widely used in education sector management and the national system for assessing the quality of education (at all levels of education).** | | | | | | | | | | |
| Planned activities | Implementation period | Priority reform measure (#) | Link with RF | Total cost (in '000 somoni) | Financing (in '000 somoni) | | | Financing gap | Development partners | Implementing agencies  (in addition to MoES) |
| Republican budget | Local budgets | Grants, loans |
| **(17)** Develop new regulatory documents to improve the state-community administration of educational institutions. | 2021-2022 | 4.5.8 | 87  (6.1.5) | 332.9 |  |  | 332.9 |  |  |  |
| **(18)** Create the Center (or unit) for Education Quality Assessment and ensure its methodological support. | 2021-2023 | 4.5.8 | -- |  |  |  |  |  |  | Government of the Republic of Tajikistan |
| **(19)** Carry out functional review of the education management system. | 2021-2022 | 4.5.4 | -- | 1,405.8 | 38.8 |  | 1,367.0 |  |  | Civil Service Agency |
| **(20)** Improve the regulatory documents in regards to functional responsibilities for governing bodies of all levels. | 2023 | 4.5.4 | -- | 176.1 | 19.4 |  | 156.7 |  |  | Civil Service Agency |
| **(21)** Carry out analysis of the conformity of the regulatory framework of the quality management system with the ISO-9000 standards or other systems for quality assessment of the education of specialists. | 2021 | 4.5.8 | -- | 254.5 | 19.4 |  | 235.1 |  |  | Agency for Supervision in Education and Science under the President |
| **(22)** Implement ISO-9000 standards or other systems for quality assessment of education in the quality management system of education. | 2022-2023 | 4.5.8 | -- | 368.2 | 29.1 |  | 339.1 |  |  | Agency for Supervision in Education and Science under the President |
| **Intermediate outcome 6.1.6: The risks of natural hazards are integrated into educational institutions to reduce vulnerability and exposure, as well as to strengthen overcoming and adaptation to sustainable development.** | | | | | | | | | | |
| Planned activities | Implementation period | Priority reform measure (#) | Link with RF | Total cost (in '000 somoni) | Financing (in '000 somoni) | | | Financing gap | Development partners | Implementing agencies  (in addition to MoES) |
| Republican budget | Local budgets | Grants, loans |
| **(23)** Train representatives of educational institutions and sub-national governments in disaster risk reduction and hazard prevention at all levels. | 2021-2023 | 4.5.3.10 | 90  (6.1.6) | 500.0 | 38.8 |  | 461.2 |  |  | Committee for Local Development under the President |
| **(24)** Discuss and agree the establishment of a Disaster Risk Management Committee for each educational institution at the sub-national level. | 2023 | 4.5.3.10 | 92  (6.1.6) | 36.3 |  |  | 36.3 |  |  | Committee for Local Development under the President |
| **TOTAL ('000 somoni):** |  |  |  |  |  |  |  |  |  |  |