

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
Proposed FY 2004 Obligation:	\$300,000 FSA
Prior Year Unobligated:	\$0
Proposed FY 2005 Obligation:	\$130,000 FSA
Year of Initial Obligation:	2004
Year of Final Obligation:	FY 2006

Summary: The USAID Basic Education Sector Strengthening Program began its activities with supplemental funding in FY 2003 under the cross-cutting strategic objective. In FY 2004, basic education will become a separate strategic objective. In Tajikistan, the program is focused on primary education (grades 1-4), and covers aspects such as improving in-service teacher training; increasing parent and community involvement in schools; strengthening institutional, management, and technical capacity at all levels of the educational system; and improving school infrastructure. The program is implemented through two principal agreements: Participation, Education, And Knowledge Strengthening (PEAKS) and Improving Basic Education in Tajikistan (IBET). During the course of FY 2004, smaller-scale initiatives will be funded to complement the existing activities and maximize impact of the USAID program throughout the basic education sector. A mid-term assessment to be conducted in 2004 will help identify areas of focus for a possible three to five year extension of the USAID basic education program after the expiration of the principal agreement (FY 2006).

Inputs, Outputs, Activities:

FY 2004 Program:

Implement In-Service Teacher Training (\$100,000 FSA, \$245,000 FSA carryover). USAID will continue training and capacity building activities for teachers at an expanded number of sites, including the pilot schools and surrounding cluster schools identified during the first year of this strategic objective. Teacher training activities will complement the existing basic education programs, such as PEAKS and the Sports and Health Education Program (SHEP). Training will strengthen teachers' skills in pedagogy, and development of curricula and learning materials to help them achieve better student performance results. Teachers will also receive printed materials on best international teaching methodologies. Principal contractors/grantees: Academy for Educational Development (prime), Aga Khan Foundation (prime), Open Society Institute (sub), and Save the Children/U.K. (sub).

Increase Involvement of Parents and Community in Schools (\$170,000 FSA, \$436,316 FSA carryover). Partnerships between schools, parents, and community will be strengthened to improve local support for schools and enhance parents' role as monitors of educational quality. USAID will continue capacity building of Community Education Committees and a variety of activities will be carried out to complement the existing program and increase access of marginalized children to quality primary education. Schools will continue to receive assistance in infrastructure rehabilitation. Whenever possible, USAID will look for possibilities of cooperation with other donors, including the U.N. Children's Fund, World Bank, and Asian Development Bank. Principal contractors/grantees: Academy for Educational Development (prime), Open Society Institute (sub), Save the Children/U.K. (sub), and Save the Children/U.S. (sub).

Strengthen Management Capacity in the Education Sector (\$30,000 FSA, \$83,000 FSA carryover). School administrators and local-level education authorities will receive training in effective school management and strategic planning. Efforts will be made to improve financing policies in the education sector and promote well-designed decentralization. Principal contractors/grantees: Academy for Educational Development (prime), Aga Khan Foundation (prime), and Abt Associates (sub).

FY 2005 Program:

Implement In-Service Teacher Training Activities (\$40,000 FSA). USAID plans to continue training of trainer models on best international methodologies at a large number of sites to increase the reach of basic education activities. Depending on needs identified in the initial program's mid-term assessment, teacher training activities may begin to address more specific needs and content areas. In Tajikistan, literacy appears to be a special problem that may need additional focus. Teaching materials may be distributed on interactive teaching techniques that stimulate learning and result in better student performance. Principal contractors/grantees: same as above.

Increase Parent and Community Involvement in Education (\$75,000 FSA). USAID plans to strengthen parent-teacher partnerships in education decision-making that can result in a wide range of activities in support of schools, including collaborative efforts on school infrastructure rehabilitation, management of non-budgetary funding in schools, and inclusion of out-of-school children in the education system. Work with communities will also focus on sharing best practices in community approaches among communities and with education managers to encourage greater acceptance for an enhanced parent/community role. Principal contractors/grantees: same as above.

Strengthen Management Capacity in the Education Sector (\$15,000 FSA). USAID envisions that policy dialogue initiated during the current three-year activity will result in policy pilots where new education finance strategies can be brought to scale. USAID plans to continue capacity building for educators at the community level along with institutional and structural improvements at the national level. Regional events to share experiences with education finance reform between countries will lead to new pilot activities. Principal contractors/grantees: same as above.

Other activities will address the needs identified in the planned FY 2004 mid-term assessment.

Performance and Results: Targeting an initial twenty primary schools, training of trainer activities started during the summer of 2003, introducing modern teaching methodologies for the first time to 362 teachers of primary grades. Supporting this training program, 22 Community Education Committees have been formed by the two principal implementers at the pilot schools to build partnerships between the school and the community. Over 200 school administrators and education authorities received initial training on effective school management and strategic planning. Seventeen pilot schools will serve as training and resource hubs for clusters of surrounding schools starting in 2004, thereby expanding the outreach and impact of the USAID Basic Education program. USAID continues to coordinate efforts with other international entities, including the World Bank, Asian Development Bank, and the U.N. Children's Fund. An agreement on cooperation and coordination of basic education activities was secured with the World Bank to achieve maximum efficiency and geographic overlap of donor efforts.

By the end of this program, the joint efforts of schools, education authorities, parents, and communities will result in an increase in attendance, and more children will be able to complete primary and secondary school. Children will study in better physical environments, and better financing mechanisms will increase efficiency of financial flows in the education sector, making more state funding available to meet school needs. Teacher training and capacity building will raise the quality of teaching, which will become evident as more stakeholders express satisfaction with the quality of education in the target areas.