

National Report

Education for All in the Republic of Tajikistan
Mid-Term Review

(2000 – 2005)

DUSHANBE - 2007

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INTRODUCTION

Education for All (EFA) implies provision of life-long education opportunities of a person based on the “expanded perspective”. The Dakar Action Plan adopted by the World Educational Forum (Dakar, Senegal, 2000) where Tajikistan was a participant envisages the need for a regular monitoring and evaluation of the achieved progress and problems of the EFA program implementation.

The Mid-Term Review (2000-2005) must throw a light on the dynamics in the achievement of the EFA six goals defined by the Dakar Action Plan and pay special attention to the weak spots of the EFA program implementation, as well as on the main barriers preventing from the equal access to education for all society members. The review should also include:

1. Specific steps undertaken by Tajikistan in the period after the World Educational Forum in accordance with the Dakar Action Plan
2. Implementation of the National EFA strategies and plans
3. Attracting financial and other resources for EFA implementation
4. Results achieved in each of the six goals and education system reform in general

Six EFA Goals:

1. *Expand and enhance integrated **early child development and upbringing**, especially for vulnerable and deprived children*
2. *Guarantee that by 2015 all children, especially girls, children in tight situations and children belonging to national minorities will have access and opportunities to have **free and compulsory quality primary education***
3. *Secure meeting all needs of young people and adults in education through an equal access to existing programs of **education and life skills development***
4. *By 2015, achieve 50% increase of adult **literacy**, especially for women and equal access to basic and **continued education** for all adults*
5. *By 2015, eliminate **inequity between men and women** in primary and secondary education; by 2015, achieve gender equality in education, securing full and equal access for girls to quality basic education.*
6. *Improve all aspects of **educational quality** and guarantee excellent education for all so that all could achieve declared and measurable education results. Especially with regard to literacy, counting, and basic life skills*

1.1. Overview of the political, economic, and socio-cultural level of the national development

General statistics ¹

1992-1997- civil war

Total population – 6 920 300

Urban population – 26.4%

Rural population – 73.6%

Population under 30 – around 70%

Average age of population - 24.36

Life expectancy² :

Men – 65.6 (1991 – 7.1)

Women – 71.3 (1991 – 72.9)

Having signed the General Peace Accord (June, 26, 1997) Tajikistan enhanced the process of stabilization and society reforms. New institutions emerged, non-governmental organizations were established, legislative base was improved aimed at the national democratization process, and the civil society is gradually developing.

At the same time, despite the measures aimed at the improved socio-economic situation, the country entered the new millennium with the whole set of unresolved problems related to the population poverty, high unemployment level and labor migration, funding deficit in the social sector, decreased access of population to educational and health care services, etc.

Regarding the per capita Gross Domestic Product (GDP), population of Tajikistan occupies the last place among the CIS countries. In 2005, per capita GDP constituted \$337.5³ (\$462.6 in 1991).

According to UNDP Human Development Report of 2006, with regard to the Human Development Index (HDI), Tajikistan ranks number 112 – this is one of the last places among the CIS countries.⁴

The analysis carried out by the CIS Inter-State Statistics Committee for 2005, shows that the lowest average salary is in Tajikistan – 83.58 somonis (\$26.8). The minimal amount of payment per month is \$3.85.

Tajikistan remains the poorest country in the East European and Central Asian regions. According to the Life Standard Survey for Tajikistan (LSST) for 2003, 64% of the country population is poor (lives at less than \$2.15 with the daily purchasing power of \$2). For comparison: in Kyrgyz Republic the share of the poor population is 54%, in Moldova – 45% (2002).⁵

The most challenging situation is at the labor market which, due to the painful transition to market economy was affected by a number of factors. At present it is characterized by the following main trends:

- reduced employment in the state sector by over 50% (from 59.7% in 1991 to 25.7% in 2005);
- total decrease of employment in economy sector: unemployment from 2% (of officially registered) to 12% (LSST-2003). The share of young people aged 15-29 among all registered unemployed constitutes 60-65%;
- substantial decrease of the average payment at the domestic labor market;
- reduced employment in industry from 21% in 1991 to 5.7% in 2005;

¹ State Statistics Committee of the RT: Tajikistan: 15 years of state independence, Dushanbe, 2006, p.9, 25

² Data of 1997

³ State Statistics Committee of the RT: Tajikistan: 15 years of state independence, Dushanbe, 2006, p.11

⁴ UNDP Human Development Report

⁵ Information bulletin on food security and poverty in the Republic of Tajikistan №2/ 2004., State Statistics Committee, 2004. p.101

- increased employment in private sector (from 19% in 1991 to 51.2% in 2005), in agriculture (from 41% to 67.5%) accounted for by the induced loss of qualifications by a number of former industry and social sphere employees;
- sharp spontaneous increase of labor migration from Tajikistan, especially of unregulated and seasonal migration.⁶

Beginning from 1999, the poverty level in Tajikistan reduced from 83% to 64% in 2003. However, poverty reduction was not equal: at the regional level, it was from 12% to 26%. Regions of Republican Subordination witnessed a much faster poverty reduction; in other regions this rate was twice as slower. The lowest indicator was registered in Dushanbe – 12%. Indicators of extreme poverty reduced most in GBAO (by 33%).

By absolute indicators, most of the poor population resides in Khatlon and Sogd Regions (65% of the total population in Tajikistan). These regions host 72% of the total poor and 75% of the extreme poor population which emphasizes the need for focused efforts aimed at poverty reduction in these two most densely populated areas of the country.

In 2003, 65% of the rural population lived at less than \$2.15 a day while in urban areas this indicator constituted 59%. However, in 1999-2003, the poverty level decreased more in rural area (by 19%) than in urban area (by 14%). In 2004, the gap between rural and urban poverty continued to reduce and at present it is not so significant (according to estimation, 58% in urban area and 57% in rural area). Urban poverty is mostly explained by the lack of jobs and low access to basic social services (education, health care, water supply, etc.).

Direct impact on poverty is also made by demographic indicators. The size of a household, number of children, gender and age of household members are often the decisive elements of the poverty level. Thus, compared with the average poverty level in the country (57%), large households are the poorest (64%) and the risk to become poor in large households is twice as higher than in households with two or one child. The fast population increase (10% in the last 10 years) makes functioning of the educational, health care, and social protection systems much more difficult since they already function at their limit. The demographic factor makes its impact on the labor market as well since the offer is already much higher than the demand.⁷

Tajikistan is characterized by higher rates of natural population increase compared with other countries of the CIS and Central Asia. In the last 10 years, the average family size increased from 5.7 to 7.1 persons.

The demographic growth and limited financial opportunities reduce the population access to education services. According to the Poverty Survey (2005), 20% of the poorest households spend only 5.5% of their budget on education and can hardly afford clothes, school supplies, books, etc. As a result, secondary school attendance reduced in all regions and constitutes, on the average, 88%.

The problem of reduced educational level is aggravated by the increasing population growth. Thus, the number of students at all levels of education from 1999 to 2003 increased by 12.6% (from 1617.9 thousand to 1821.0 thousand). Access to education was and still is the key issue of Tajikistan policy. The average number of children is 4.2 per family.⁸ By 2015, the number of children in need of school education will increase by approximately 850,000 which is 1.5 times as higher as the current need in educational services⁹. For example, in 2005, 28% of the total population in the republic studied at different levels of the permanent educational institutions.

1.2 The role and place of education in the context of national development

Education is not only the driving force of the society development but also the key indicator of the development level. High-quality education is critical for the sustainable economic growth

⁶ State Statistics Committee of the RT: Tajikistan: 15 years of state independence, Dushanbe, 2006, p.88-89

⁷ Poverty Reduction Strategy in the Republic of Tajikistan for 2007-2009

⁸ The Economic Development Program of the Republic of Tajikistan till 2015 approved on March 1, 2004

⁹ The World Bank Modernization of Educational System Project, 2003

and contributes to poverty reduction and elimination of inequity. All this preconditions the integration of problems associated with the development of educational system in national development strategies.

Long-term goals of the national socio-economic development are reflected in the National Development Strategy (NDS) of the RT till 2015. The phased achievement of these goals envisages several successive national-level mid-term programs of socio-economic development specifying objectives and state policy measures based on realities.

The overall goal of the Poverty Reduction Strategy (PRS) of the RT for 2007-2009 which determines mid-term objectives is ensuring a sustainable growth of the living standard of the population, especially of socially vulnerable groups on the basis of economic growth and increased human capacity. The PRS mentions that education is the key sector in the achievement of the Poverty Reduction Strategy objectives. Progress in education to a large extent determines the efficiency of all efforts aimed at improved management, sustainable economic growth and development of the national human capacity.¹⁰

The period of transition faced an acute problem of maintaining achievements in the education and science sector and their further development with the consideration of new political and socio-economic conditions combined with the world development and human values. Solution of these problems was seriously undermined by the consequences of the devastating civil war and the high poverty level of the population as well as by lagging important institutional reforms and inefficient use of existing resources.

With the consideration of the NDS priorities and the PRS objectives, the main goals in education are as follows:

1. improved management of the education system;
2. increased efficiency of the use of existing resources;
3. improved methodological and staff capacity of the educational system;
4. increased access of girls and boys and children from socially vulnerable groups to education;
5. strengthened material-technical base of the education sector.

The implementation of measures envisaged by the NDS and PRS in education sector will allow coming closer to the achievement of the EFA goals and increasing the development level of the education system in general, as well as ensuring its compliance with the needs of the socio-economic development of Tajikistan.

1.3. Information sources and statistical data

The report used data from general national strategies: NDS, PRS, the State Program of the “Main directions of the state policy aimed at the provision of equal rights and opportunities of men and women in the Republic of Tajikistan in 2001-2010” and adopted strategies in the sphere of education development: National Education Development Strategy of the RT (2006-2015), Implementation Plan aimed at the reform of the educational system in 2004-2009, and other documents.

The analysis presented in the current report is based on the official state institutional statistics and the results of previous surveys conducted by the state, international, and national non-governmental organizations.

The evaluation of the EFA goal achievement, problem identification and selection of the main trends in the correction of action plans was carried out with the use of the outcomes of MICS-2003 and 2006 and LSST-2003, and others.

The complete list of the used sources is presented in Annex 1.

¹⁰ Poverty Reduction Strategy of the RT for 2007-2009, 1.1

2. INTRODUCTION TO THE NATIONAL EDUCATIONAL SYSTEM

2.1. Education policy:

2.1.1. Constitution and legislation in education sphere

The main principle of the education strategy is the access of all to basic education and an increased coverage by secondary education. At that, the priority direction is the improved quality of education at all its levels.

Human rights in the sphere of education are secured by the Constitution of the Republic of Tajikistan (Article 41). The state guarantees general basic compulsory free education in state educational institutions. At the same time, according to the law, each person can receive free general secondary, primary professional, secondary professional, and higher professional education in state educational institutions.

Legislation determines legal, organizational, and socio-economic grounds for the development of education in the Republic of Tajikistan; defines the structure of educational system, its regulation and management principles, powers and key activity directions; besides, legislation is the legal base for the adoption of other normative-legal acts of the Republic of Tajikistan in the sphere of education.

According to Article 10 of the Constitution of the Republic of Tajikistan, “International legal acts recognized by Tajikistan are an integral part of the national legal system. In the event of incompliance of the laws of the republic to recognized international legal acts, it is the norms of the international legal acts that are applied”.

At present, the Republic of Tajikistan ratified the following international treaties in the sphere of child and human rights to education under the auspices of the United Nations and specialized agencies* :

1. Convention on Child Rights (1993);
2. Optional Protocol to the Convention on Child Rights concerning the participation of children in armed conflicts (2002);
3. Optional Protocol to the Convention on Child Rights concerning child trafficking, child prostitution, and child pornography (2002);
4. International Pact on civil and political rights (1998);
5. Optional Protocol to the International Pact on civil and political rights (1998);
6. International Pact on economic, social, and cultural rights (1998);
7. Convention on the elimination of all forms of discrimination against women (1993);
8. International Convention on the elimination of all forms of racial discrimination (1994);
9. Convention against tortures and other cruel, inhuman, and humiliating treatment and punishment (1994);
10. Convention on political rights of women (1999);
11. ILO Convention #103 on maternity protection dated June 28, 1952 (1993);
12. Convention of refugees status (1994);
13. Protocol on refugee status (1994);
14. International Convention on the protection of rights of all labor migrants and their families (2001);
15. Convention of human trafficking and exploitation of prostitution by third persons (2001);
16. ILO Convention #182 on the prohibition and immediate measures aimed at the elimination of the worst forms of child labor dated June 1, 1999 (2000);
17. Convention against discrimination in receiving education, and others.

* Data of the MFA

In the past five years, the National Government adopted about a dozen state programs, five national plans and a number of projects in educational sphere which are meant for implementation in the next five to ten years. All of them target modernization of the educational system, improved quality of education and staff training, improved teaching process, solution of gender problems, implementation of the EFA, MDG, PRSP, etc. They set objectives and define the perspective development of the educational sphere and professional staff training. However, expenses required for the integration of the above programs and projects in the sphere of education at the country level are covered at less than 50%; the rest can be covered only with the assistance of external investment.¹¹

The strategy, goals and objectives of education development are determined by the following legal acts and documents:

- The Law of the Republic of Tajikistan “On Education” (adopted on December 27, 1993; partial changes were introduced in 1994, 1995, 1996, 1997, 2003; the current version was adopted on May 17, 2004);
- The Law of the Republic of Tajikistan “On primary professional education” (2003);
- The Law of the Republic of Tajikistan “On higher and post-graduate professional education” (June, 2003);
- The National School Concept (1994);
- State educational standards (1997);
- Program of the state educational system in the sphere of human rights in the Republic of Tajikistan;
- National Educational Concept (2002);
- Poverty Reduction Strategy Paper in the Republic of Tajikistan; section on Education (2002);
- Program of computerization of basic and secondary educational schools in the Republic of Tajikistan for 2003-2007 (2002);
- Resolution of the Government of the Republic of Tajikistan #508 dated December 2, 2003, on the “State program of the improved study of Russian and English languages in the Republic of Tajikistan in 2004-2014”;
- Resolution of the Government of the Republic of Tajikistan #291 dated June 30, 2004, “On the implementation plan aimed at the reform of educational system in the Republic of Tajikistan for 2004-2009”;

The Law of the Republic of Tajikistan “On Education”, Article 6, guarantees all citizens, irregardless of their nationality, race, gender, language, religious beliefs, political situation, social and property status the right to education. Thus, national legislation promotes equal opportunities in receiving education under hard economic conditions in the period of transition associated with the long economic crisis.

The main trends of modernization and development of the educational system are defined by the National Education Development Strategy of the RT (2006-2015); its key component includes tasks aimed at the achievement of the EFA Goals.

The Government of the Republic of Tajikistan views education as one of the main national priorities and plans to create a stable and sustainable national educational system in compliance with contemporary international requirements. Under the context of the present situation and identified challenges, the Government sees its mission in the solution of the following problems:

a) creation of an educational system meeting the demands of the current country situation and the changing educational context at the global level;

b) modernization of the educational system on the basis of the reformed management of the education sector with the purpose of switching from the exclusively centralized state system to the

¹¹ See NEDS, Section 1.3.4.: Integration of national plans, special programs and projects.

system of partnership at different levels providing a wider participation in education on part of private sector, civil society, and communities;

c) strengthening mutual relations and continuity of all educational levels: primary and secondary general, primary, secondary and higher professional, as well as establishing standards for a high-quality monitoring at each of these levels;

d) mobilization of resources (human, material, financial, and social) with the purpose of developing the educational system and strengthening of institutional and human capacity required for an effective resource management;

e) ensuring equal opportunities and access to education for all children with special needs (children from rural areas, children with limited capacities and especially gifted children); ensuring gender equality at all levels of education.

The main priority in the sphere of education is the development of general secondary education providing access to base education for all social groups of children. Allocation of respective financial resources and investments is planned accordingly.

The NEDS has five strategic objectives aimed at the development of the education sector in Tajikistan:

1. Improved management system of educational services.
2. Increased efficiency of the educational system through expanded decentralization and strengthening of institutional and human capacity.
3. Provision of the quality of education at all levels in accordance with the Goals of the World Movement “Education for All” and Millennium Development Goals.
4. Provision of equal access to base education and other levels of education on a competitive basis.
5. Improved infrastructure and material-technical base of the educational system.¹²

The Strategic Plan of Educational Development of the Republic of Tajikistan for the next decade (2006-2015) defines specific tasks for each strategic objective. The Mid-Term Action Plan of the education development (2006-2010) establishes the order and priority of these tasks and measures aimed at the achievement of the strategic objectives.

The country adopted legislative acts aimed at ensuring gender balance in receiving education:

- Decree of the President of the Republic of Tajikistan issued on December 3, 1999, “On the increased role of women in the society”;
- Resolution of the Government of the Republic of Tajikistan issued on April 4, 2001 #199 “On the regulation of girls’ admission to educational institutions of the Republic of Tajikistan in accordance with the Presidential quota for 2001-2005”;
- Resolution of the Government of the Republic of Tajikistan “On the integration of changes and amendments in the indicators of Presidential quota on girls’ admission (without entry exams) to higher educational institutions of the Republic of Tajikistan for 2001-2005”;
- National Action Plan of the Republic of Tajikistan on the increased status and role of women for 1998-2005;
- State Program on the “Main directions of the state policy aimed at ensuring equal rights and opportunities of men and women in the RT for 2001-2010”.

A number of documents are aimed at the establishment of specific conditions ensuring compliance with educational standards through the publication of new textbooks, computerization of schools, commitment to the in-depth study of the Russian and English languages, etc.

¹² See National Education Development Strategy of the RT (2006-2015); Strategic Education Development Plan of the RT (2006-2015)

2.2. Education structure

2.2.1. Formation and development of the current education system

The national educational system was inherited from the centralized planned system of the Soviet Union characterized by high development indicators. However, the dissolution of the Soviet Union, the civil war and its consequences resulted in the substantial deterioration of the system.

At the same time, Tajikistan maintained the area accessibility of general education schools thanks to the optimal school zoning. There still exists a wide network of general education institutions.

Access to education and participation in education are the key priorities of the state policy. Primary education in Tajikistan is free. Child admission to grade one of primary school is regulated by the Law “On Education” and internal regulations of educational institutions. Enrollment of 7 year old children to grade one of primary school is compulsory. After that children who covered the primary school programs are transferred to grade five of the base school. Continued education after primary school is also guaranteed by the state. Each year, before the beginning of school classes (in the summer period), each district and community carry out registration of children who achieved the school age in order to include them into compulsory education.

Educational system of Tajikistan is based on the principles of equality and close linkages between education and national-cultural traditions of the Tajik people and other peoples living in the republic. This system includes the following institutions:

- pre-school permanent institutions;
- general education institutions (primary education – grades 1-4; base general education – grades 5-9; general secondary education – grades 10-11);
- non-school child institutions – extended education;
- primary and secondary professional-technical institutions, colleges and vocational schools;
- professional higher educational institutions;
- evening schools and distance education for students above 16.

In Tajikistan, state education prevails; non-governmental sector’s participation is minimal.

2.2.2. Overview of education system including base quantity and coverage statistics

In accordance with the Constitution of the Republic of Tajikistan, the country has a single system of continued education. The general secondary education (grades 1-11) is the key link in the chain of continued education. It is meant to give students the basics of scientific knowledge, provide them with labor and professional skills, develop their individual creative capacities, foster their moral qualities and prepare them to their future independent lives.

The national education system includes the following educational levels:

Table 1 Educational levels in Tajikistan

Educational level	Duration of education (years)	Age (years)	Educational institution
Pre-school education and upbringing	1-3, 3-6	1-6 (7)	Kindergarten/nursery
GENERAL EDUCATION:	11	7-18	
• primary	4	7-11	General education schools,
• general basic	5	11-16	gymnasiums, lyceums
• general secondary	2	16-18	
Professional education:			PTI, lyceums, centers
• primary		from 16	Technical schools, colleges,
• secondary	1-4	from 16	vocational schools
• higher	2-4	*	Universities, academies, institutes

Post-graduate education Extended education	4-6	Post-graduate courses, doctorate **
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* implemented on the basis of the general secondary; primary and secondary professional education; provides access to bachelor and master programs

** implemented in schools of general and professional education, higher educational institutions or extended education institutions (Little scientific academies, stations, clubs, centers, art and music schools, institutes, universities, etc.)

The legislation ensures the right to full-time attendance, distance learning and external education.

The overwhelming majority of education institutions are state institutions.

Table 2 Summary statistical data on educational system

Educational level	1991/92 academic year				2003/04 academic year			
	Number of institutions	pupils/ students (thousand)	Teachers	Teacher: student	Number of institutions	pupils/ students (thousand)	Teachers	Teacher: student
Pre-school	822	145,1	10687	1:13,5	424	56,4	3751	1:15
General secondary (grades 1-11)	3179	1310,2	9500	1:13,8	3745	1659,9	103174	1:16
Including primary (grades 1-4)	614	24,2	–		667	32,2	–	
general (basic) (grades 1-9)	634	99,5	–		841	179,3	–	
gymnasiums, lyceums (private)		–	–		120	47,3	–	
Primary professional education (PTI)	81	41,8			72	25,0	3120	1:8
Secondary professional education (technical schools)	43	40,7	3956	1:10,3	50	29,2	2660	1:10,9
Higher	13	69,3	5400	1:12,8	38	108,0	6056	1:17,8
TOTAL:	4138	1607,1			4329	1878,5		

Source: Ministry of Education

2.2.3. Structures responsible for the control and management in education sphere by levels

Management of the educational system in the Republic of Tajikistan is implemented by the state/public sector in accordance with the Constitution of the country, the Law of the RT “On Education”, and other normative-legal acts of the republic. The Ministry of Education is responsible for the implementation of the policy of the Government of the Republic of Tajikistan in the sphere of education. The mandate and authority of the Ministry of Education, other institutions and organizations working in the educational system, local education authorities are described in Chapter 3 of the Law of the Republic of Tajikistan “On Education”.

Management and monitoring the activity of general education institutions is implemented at two levels: through Ministerial departments and the regional net of educational units. There are department of education in regional centers of the republic and in the city of Dushanbe whose task it is to ensure implementation of the educational policy at the regional level and carry out control over the efficient expenditures on education within local budgets.

Secondary education institutions are managed by local administration and consequently are financed from local budgets.

Primary, secondary, and higher professional education institutions are managed by respective ministries and institutions.

The current legislation does not clearly define functions of the education management system; this resulted in frequent overlapping in decision-making and division of responsibilities. The legislation does not fully describe the role of the civil society, recipients of education services, and users of the education system. A topical issue is the expanded community participation in education management.

Decentralization should become one of the primary methods of education management which, in its turn, influences resource distribution. All this requires creation of a normative-legal base, reporting and control mechanisms.

In accordance with the Public Sector Reform Strategy, the Government envisages reorganization of the national ministries, including the Ministry of Education. The initial stage of these institutional changes has already witnessed certain changes in Ministerial functions.

According to the Implementation Plan of the education sector reform for 2004-2009 (Government Resolution #291 issued on June 30, 2004), since January 2005, the management and funding structure has been changed in general education schools of five pilot districts (Kuliab, Khorog, Khudjand, Vahdat, and Yavan district) selected for the approbation of per-capita (normative) funding. The Government issued a resolution providing the Tajik State National University with the right to self-regulation. There is a growing number of private education institutions; the issue is discussed of their integration in the state education system.

Important is also the question on granting an increased autonomy and independence to education institutions in what concerns their administration issues. At present, almost all operational functions are too centralized at the national level which results in their overlapping. Therefore, many education institutions cannot bear responsibilities and come out with initiatives. There is also a problem of providing a better continuity between general secondary education, primary, secondary, and higher professional education.

It is most important to work out rules and regulations aimed at providing more independence to education institutions, especially in the financial sphere. At the same time, legislative acts should contain norms facilitating additional fund-raising both at the local level and at the level of the education institution in question.

Successful management of the education system very much depends on the availability and use of relevant, timely and reliable information. Successful implementation of management functions is hardly possible without modern and operational information systems. According to the estimation carried out by international experts (ADB, WB), the information base of the education system in Tajikistan is weak and the capacity of the Ministry in the sphere of education information management needs substantial investments.¹³

2.3.Financing education

2.3.1. Structure of the formation of education budget

The economic crisis following the dissolution of the USSR resulted in a sharp decline of funds in the social sector. At that, in 12 years, financing education reduced by 3.9 times: from 10.8% of GDP in 1992 to 3.5% in 2005.

Education system is funded from the state budget, private donations, and external assistance (donors). In the total expenditure structure, allocations from the state budget in 2004 formed 18.5% and from local budgets – 81.5%.¹⁴

Despite all measures undertaken by the Government of the RT and aimed at the revision of funding priorities within the economy sector, financial situation in the educational sphere remains hard.

Following are main issues in the sphere of education related to financial resources and management:

¹³ See NEDS, Section 1.2.1. Education management system

¹⁴ State Statistics Committee of the RT: Statistical Yearbook of the Republic of Tajikistan, 2005, Dushanbe, 2005, p.339

adaptation of the education system to new conditions is connected with attracting additional resources and change in the ways of financial management. As of today, there is no rational structure of funding sources within the education system. Such issues as financing at the national and local levels, district and school management, financial management, investments and participation of private sector, payment for educational services and complete estimation of expenditures have not been fully reflected in the financial structure adopted by the Government;

- insufficient funding and inadequate investments in human resources and education institutions resulted an expressed funding deficit which is even more aggravated due to the growing number of students. It is necessary to increase investments on part of the government, private sector and users of educational services;
- extensive needs of educational sector in investments from private sector and users' contribution; it will be difficult for the Government to cover expenses on the development and functioning of education system in the mid-term period. There is a need to expand private sector contributions in (i) service provision; (ii) sponsorship (foundation, services, stipends); (iii) users' contribution, education fee and provision of education services on a legal contract basis;
- absence of the normative funding system. The sector budget is developed by categories which makes a bigger impact on the target use of resources than the results and quality of implemented activity. Such an approach requires adjusting to the mid-term period of financial planning (and management) which tells on the quality of work.¹⁵

The state system of educational finding is based on a number of norms, such as number of teachers in accordance with the curriculum and teaching programs. Other elements include increased tariffs on communal services, communication services, annual inflation growth and increased number of students. Budgets of regional education departments are developed with the consideration of these norms and are allocated to education institutions by the following categories:

- salary;
- allocations to pension and insurance funds;
- management and supplies;
- expenses for meals in primary school
- purchase of equipment;
- capital repair.

In the last few years, expenses on salary and communal services have fallen under protected categories (in the event of reduced state budget or its incomplete implementation). A peculiarity of the state funding is the impossibility to reallocate funds from one category to another which reduces operational capacity in the solution of urgent problems faced by education institutions. Under the conditions of a substantial deficit of the state budget and unstable economic situation in the republic, financing education is mainly aimed at the improved access to education.

It is also important to improve the financial management system. This includes training of key staff in financial management issues. This way it is possible to ensure better responsibility for the use of funds.

In the last three years the Government of Tajikistan has undertaken steps aimed at the revision of funding priorities with the purpose of providing assistance to education sector in general with the priority given to general education (grades 1-11):

- *On payment of monetary allowances to low-income families with children in general education schools; Resolution #585 issued on December 30, 2001. This Resolution was adopted with the purpose of improving access to education for children aged 7-15. Each quarter 25% of most needy families*

¹⁵ See NEDS, Section 1.2.5.: Financial resources and financial management

receive allowances. This compensation covers families with two children at school. This program is funded by the European Union.

- *On the implementation of the education system reform plan for 2004-2009*; Resolution #291 issued on June 30, 2004. The Resolution envisages an increase of the workload for teachers of general education schools up to 16-18 hours a week, introduction of changes in secondary school curricula and reduced academic hours, increased salary of general school teachers by 25%, reduction of the total number of teachers by 5%; Action Plan for 2004-2009 is attached;

Following this Resolution, the Ministry of Finance and Ministry of Education developed Regulations on per capita (normative) financing of secondary education institutions. These regulations determine new conditions and funding procedures of general education institutions per one student; they contain methodological instructions on the calculation of per capita norms, budget formation and the use of funding means;

- *On the transfer of education institutions of the city of Kuliab, Yavan district of Khatlon Region, the city of Khudjand of Sogd Region, the city of Khorog in GBAO, and the city of Vakhdat to new forms of management and funding*. Resolution #441 issued on November 1, 2004: this Resolution ensures implementation of the par capita funding method on a pilot basis as well as other forms of school administration and provision of educational services;
- *The Law of the RT "On budgets of the Republic of Tajikistan", 2004, and Resolution of the Government of the RT #495 issued on December 31, 2004*: prohibit the reallocation of funds from one budget category to another. These and other measures determine protected budget categories.¹⁶

Adopted resolutions to a large extent improved the situation of general education institutions and their personnel. The Government takes steps aimed at regulating the number of teachers, teachers' workload and salary, introduction of a per capita funding mechanism which contributes to the improved financial situation. However, it is still necessary to resolve such issues as registration and aggregation of private contributions (as education fee, etc.); and there is no adequate information of parents' share in the total sum of expenses of education institutions.

2.3.2. Share of GDP (GNP) allocated for education

In 2005, total allocations on education constituted \$82.2 million as compared with \$17.4 million in 2000 (Annex 2, Table 3). At that, the share of educational budget expenses increased from 15.9% in 2000 to 19.4% in 2005 (without external funding).

However, it is worth noting that these indicators are below the 1991 level when education expenses constituted 8.9% of the GDP and the share of education in total expenditures of the state budget was 23.6%.¹⁷

The ratio of state expenditures on education and on one student with regard to the per capita GDP fully reflects the level of state expenditures in educational system from the point of view of coverage and demographic structure of the population. To provide access to high-quality education, this indicator should stay at the level of 20-25% while in 2003 it was 8.1%.

2.3.3. Funding sources in education by educational levels

In real terms, with the consideration of inflation, according to the estimation of independent experts of the World Bank and Asian Development Bank, per capita incomes reduced from one-tenth to the level of 1991. In this critical context, the Government of the Republic of Tajikistan cannot afford financing education only at the expense of the state budget. Recognizing

¹⁶ See NEDS, Section 1.3.5.: Measures aimed at the reform of funding

¹⁷ .Education in the Republic of Tajikistan; Statistical digest – Dushanbe, 2006, p.5

this situation, the Government of the Republic of Tajikistan is taking all possible measures aimed at identification of additional funding sources including loans provided by international financial institutions. In the past five years, education system disbursed over \$14 million of international loans and grants. According to experts' estimation and in view of the current demographic factor – annual increase of students by 2.5%, access to high-quality education requires annual allocations equal at least to 10% of the GDP from all funding sources.

The priority of general secondary education is supported by financial resources. As shown in Table 4, secondary education expenditures in 2005 were the highest and constituted 2.4% of the GDP.

Table 4¹⁸

Pres-school	0,13%	0,12%	0,12%	0,10%	0,11%	0,13%
General education (1-11)	1,78%	1,81%	1,97%	1,85%	2,03%	2,40%
Primary professional education (PTS)	0,08%	0,08%	0,09%	0,08%	0,09%	0,10%
Secondary professional education (technical schools)	0,05%	0,06%	0,07%	0,07%	0,07%	0,09%
Higher professional education	0,14%	0,11%	0,13%	0,12%	0,15%	0,19%
Capital expenses+expenses of reform development	0,15%	0,19%	0,19%	0,13%	0,38%	0,54%
Total	2,33%	2,38%	2,57%	2,36%	2,82%	3,45%

Source: Calculations of the Financial working group in education based on the data from Min. of Finance

Financing of current general education expenditures (grades 1-11) since 2000 increased by almost three times and constituted 77% of all budget expenses in 2005.¹⁹ These are followed by capital expenses and expenses required for a reform, higher professional education, pre-school education, etc.

External funding forms a substantial share in financing the sector of education. During the mid-term review period, assistance was provided by many donor organizations, including the World Bank (WB), Asian Development Bank (ADB), UNICEF, USAID, UNESCO, Islamic Development Bank, Aga Khan Foundation, German Agency for Technical Cooperation (GTZ), Open Society Institute – Soros Foundation, and others. From 2003 to 2006, supporting the development of education system, donors allocated about \$74 million.

2.4.Modern trends in education development, including the development of information-communicative technologies (ICT) and innovative education methods

At the current development stage of the national education system a special role is played by the introduction of information-communication technologies and innovative education methods. Information technologies are becoming a determinant factor of the national, community and individual progress. At the same time, introduction of ICT in education depends, first of all, on the solution of common problems and national infrastructure development trends, training of qualified cadre in ICT, etc.

Information community is a new stage in human development; its characteristic feature is the highly-intense level of information exchange in the lives of the majority of citizens and the activity of organizations and enterprises. This requires the use of common or compatible technologies which contribute to the multi-level effective activity of private, social, educational and business character through the transfer, receiving and exchanging digital information in a few instants irregardless of the distance. In this process, information society makes use of information-communication technologies (ICT) as a tool.

¹⁸ NEDS, Annex 13

¹⁹ See NEDS, Part 4: Financial resource structure; 3. Financial needs of general education

New technologies have been integrated in Tajikistan quite recently. On the whole, according to the data of the State Statistics Committee of the Republic of Tajikistan, by July 1, 2006, the number of Internet users was 9,737 subscribers; by July 1, 2005, their number was 6,677. The number of E-mail users reached 1,463 subscribers or by 229 users more than in the same period of time in the previous year. At present, there are about 37,000 personal computers (PCs) in the country; i.e. there is about 0.65 computer per 100 country residents. It is expected that upon implementation of the State Program on the “Development and integration of information-communication technologies in the Republic of Tajikistan”, the share of population using PCs at home will increase by 3.4%. The share of Tajik schools equipped with computers is 57%; this means two computers per 100 school students. All higher education institutions of the republic are equipped with computers. There is a little over two computers per 100 students. These indicators are among the lowest in the world.

To provide total access to the Internet, centers of collective access are opened in the country which act as catalysts in the expansion of Internet access to the population. Their annual average attendance reaches 500,000 people, i.e. monthly average attendance is at the level of 42,000 users.²⁰

E-mail services are provided at universities and some international and national NGOs funded by UNDP, CADA, Tajik branch of the OSI – Soros Foundation, Eurasia Foundation and IREX, as well as private Internet-cafes. However, the majority of the population in urban area – to say nothing of rural area – has rather a limited access to the Internet. This low indicator is explained by poor infrastructure, low awareness and – what is most important – high prices.²¹

In accordance with the Information Society Index (ISI) based on four level classification (skaters, pursuers, sprinters, and walkers), Tajikistan relates to the “walkers” group, i.e. countries which face serious difficulties in the adaptation of modern technologies. Infrastructure of these countries also falls behind the requirements on the integration of modern innovative technologies.

At the same time, integration and development of information technologies in the sphere of education and culture contributes to the:

- 1) integration of Tajik culture in the global universe;
- 2) wide popularization of scientific and cultural achievements;
- 3) increased educational level through:
 - a wide access to information saved in any part of the world;
 - development of distance learning;
 - development and use of new effective education methodologies.

All this supported the development and adoption of a number of state acts, such as:

- State Strategy of “Information-Communication technologies for the development of the Republic of Tajikistan” endorsed by Decree of the President of the Republic of Tajikistan on November 5, 2003, #1174;
- State Program of the development and integration of information-communication technologies in the Republic of Tajikistan;
- Program of computerization of basic and secondary general education schools in the Republic of Tajikistan for 2003-2007.

The need behind the adoption of the Program of computerization of basic and secondary general education schools in the Republic of Tajikistan for 2003-2007 was accounted for by an extremely poor provision of national schools with computers – there were 1454.4 students per one computer which was far below all possible norms and standards.

²⁰ See. www.pcweek.ru. April 3, 2007; Tajik domain TJ overcome the level of 2,000 registrations

²¹ Human Development Report; Tajikistan: Development of information and communication technologies in Tajikistan

The Program of computerization planned to cover 2,853 schools (basic and secondary) where they taught the Computer Essentials subject. The main direction of the program implementation included:

- allocation of funds for the creation of computer classes and their equipment with new modern computers;
- training and advanced training of teachers of information and computer science through the creation of educational centers and increased enrollment plan for students trained in this specialty in pedagogical universities and colleges;
- development and publication of new curricula and textbooks, and training manuals in computer essentials;
- creation of special technical groups for the maintenance of computer classes within municipality and district education departments;
- coordinating activities aimed at the implementation of the education computerization program.

Implementation of the education computerization program in base and secondary education school of the Republic of Tajikistan in the next five years will support:

- creation of the primary base for the development of the modern education information system in the Republic of Tajikistan;
- creation of modern computer classes in 2,853 basic and secondary education schools of the republic;
- partial solution of the problem related to the lack of teachers of computer essentials;
- establishment of permanent advanced training courses for teachers in Computer Essentials in the cities of Dushanbe, Khudjand, Kurgan-Tube, Khorog, Tajik State Pedagogical University, Tajik Technical University, Central Institute of Advanced Training for educators;
- partial provision of school education process with curricula, textbooks and manuals in Computer Essentials and teaching technology.

An important place in the program is occupied by the issues of staff training and advanced training. Teachers' advanced training in the subject is falling behind due to the lack of the required material-technical base in regional and national Advanced Training Institutes. The low level of funding makes it difficult for education departments to timely ensure teachers' participation in advanced training.

The soonest solution of the above problems of advanced training of teachers in computer essentials envisages creation of eight educational centers within Advanced Training Institutes in the cities of Dushanbe, Kurgan-Tube, Kuliab, Khudjand, and Khorog, as well as at the Tajik State Pedagogical University, Tajik Technical University, Central Institute of Advanced Training for educators. These centers will provide advanced training opportunities to 2,880 school teachers and educators (through a 26-day training course).

Receiving computer education through short-term advanced training courses is an objective necessity not only for Computer Essentials teachers but also for all teachers of Sciences and Humanities.

Financial costs of the program implementation will be covered by the state budget, grant funds and loans provided by international financial organizations, money donated by physical and legal persons, charity foundations, the use of special funds of education institutions, and other sources.

The outcomes of the program implementation are not yet known; however, the interim analysis shows that not all expected results will be achieved. Thus, according to the data of the Education Department of Sogd Region, by July 1, 2006, 730 computer classes were opened in 860 schools with 4,680 computers. This constitutes 54.4% of the total number of computers to be

installed in schools of the Region. Of 18 districts and cities of the Region best results were shown by Chkalovsk. Eight computer classes were opened in seven city schools with the total of 97 modern computers. Chkalovsk is followed by the Regional center Khudjand. Instead of 38 planned computer classes, 49 were opened equipped with 440 units. However in some cities and districts computerization plan has not been fully implemented. For example, Penjikent district reported only 27.3% of implementation; Aini District – 33.5%, and Asht district – 35.4%.²²

2.5. Groups non-covered by compulsory education and reasons behind the non-attendance

2.5.1 Persons with limited capacities or special needs²³

These days, problems experienced by children with special needs have been paid much more attention. At the same time, one can witness qualitative and quantitative changes among the children falling under the category “children with development problems”. Beside the growing number of development problems they are most often of a multiple character and affect both the physical and psychological spheres resulting in behavior disorder and deformation of child personality.

The number of handicapped persons from birth, according to the data provided by the Ministry of Labor and Social Security, increases each year. Thus, the number of disabled people in the republic in 2003 constituted 125,900 (in 2002 – 116,200); of them, disabled from birth registered by social security bodies – 37,700 (in 2002 0 35,400); of them children under 16 – 17,700 people (in 2002 – 19,500).

All this justifies the need to look for the way to create a state system of early identification and early psychological & pedagogical correction which must become not only a new part of the special education system but also the new basement of this system, thus providing a child with two possible ways of receiving education at the next stage of his developmental age – integrated and differentiated special.

This leads to the growing importance of psychological and medical-pedagogical services providing integrated assistance to children with developmental problems. One of such service models successfully tested and introduced in different CIS countries, including Tajikistan, is the psychological and medical-pedagogical consultancy (PMPC). This service occupies an important place in educating children with developmental problems since it resolves child problems at the inter-agency level uniting the efforts of various institutions – health care,

The Law of the RT “On Education”

Article 23. Special education

Special education as an integrated part of the educational system of the Republic of Tajikistan ensures upbringing, education, medical and social rehabilitation of children and adolescents in need of a durable treatment and with physical or psychological deficiencies whose behavior is considered dangerous for the society.

Children and adolescents in need of a durable treatment may attend general education sanatorium schools, boarding-schools, boarding schools-sanatoriums, orphanages – sanatoriums. Children and adolescents with physical or psychological deficiencies with no opportunity to attend ordinary general education schools may attend special general education schools. Boarding schools and special classes. These schools provide upbringing and education, treatment, medical and social rehabilitation of these children and adolescents and prepare them to socially useful labor.

Upbringing and education of children and

²² “Varorud” (26. 07.06r.) ,№30 (216)

²³ The section builds on the report materials of the OSI – SF: Country Needs Assessment; Status of people with limited psychic capacities. Needs assessment in the sphere of psychic disability, Dushanbe, 2006; State Statistics Committee of the Republic of Tajikistan; Analytical report “Mechanisms of rendering assistance to children left without parental care”, Dushanbe, 2006

education, and social security of the population.

adolescents in special education institutions is free of charge.
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Timely identification, registration, integrated psychological and medical-pedagogical diagnostics, social and labor adaptation and integration of children with different developmental problems into the society are among the PMPC objectives aimed at providing assistance to the population, institutions, and education bodies.

Commission on Child Rights under the Government of the Republic of Tajikistan carries out dynamic activities aimed at the improvement of the situation of disabled children. The success of these efforts is supported by the transformation of medical-pedagogical commissions into PMPC.

In its activity, PMPC is regulated by the UN Convention on Child Rights, acting legislation of the Republic of Tajikistan and standard provisions of PMPC.

Table 5 Comparative indicators of the PMPC activity²⁴

	PMPC in 2003	PMPC in 2005
Total number of examined children	381	2062
Including rural children	Нет данных	839
Preventive examination	166	1223
Including rural children	331 или 87%	188 или 22,4%
Organized children	49 или 13%	466 или 55,5%
Unorganized children	Нет данных	185
Field trips	0	226

At present, the state system providing assistance to children with developmental deficiencies functions under three ministries: the Ministry of Education, Ministry of Health, and Ministry of Labor and Social Security. In the past years, this assistance was complemented by public, charitable, and parental organizations.

There is still no service in the republic that would unite and coordinate the activities of different institutions involved in the solution of problems faced by children with limited capacities or special needs. Institutional statistics of the Ministry of Health, Ministry of Labor and Social Security, and Ministry of Education does not fully reflect child data by age groups, causes and types of diseases which resulted in disability, as well as data on funding special institutions for disabled children. Information on the number of disabled children in families is also incomplete because social security bodies register only those children whose parents receive disability allowances.

Table 6 Number of disabled people registered by social security bodies²⁵

	2000	2001	2002	2003	2004
Number of disabled people registered by social security bodies, #, including:	106407	114385	116161	129424	125866

²⁴ State Statistics Committee of the Republic of Tajikistan; Analytical report “Mechanisms of rendering assistance to children left without parental care”, Dushanbe, 2006, p.12

²⁵ See OSI-SF: Country Needs Assessment; Status of people with limited psychic capacities; Needs assessment in the sphere of psychic disability, Dushanbe, 2006

- People disabled from birth, #	31736	34880	35409	36432	37732
- of them: children under 16, #	17444	19243	19471	19754	17693
Number of disabled children covered by educational programs (system of the MOE of the RT); total persons	2990	3302	3436	3168	
Of them: in specialized institutions, #	1238	1298	1308	1306	
- In boarding schools for children with developmental problems, #	1752	2004	2128	1811	
Number of children in orphanages (system of the MOH of the RT), total persons	372		365	340	
. Including disabled children, #	215		165

In the past years, the number of disabled children has increased. To provide services necessary for the rehabilitation of disabled people, the Ministry of Labor and Social Security of the population of the Republic of Tajikistan has under its jurisdiction fixed institutions and boarding houses, including six institutions for disabled children. Children are mostly forwarded there from orphanages for children with psycho-neurological diseases.

The number of children aged 5-18 in specialized institutions under the Ministry of Labor and Social Security of the population in 2003 constituted 298 people.

Table 7 List of institutions for disabled children under the Ministry of Labor and Social Security of the population of the Republic of Tajikistan

Location	By nosology
“Chorbog”, boarding-house, Dushanbe	Severe mental retardation
Child unit of the boarding-house in Yavan	Mental retardation
Child unit of the boarding-house in Penjikent	Mental retardation
Gissar	Psycho-neurological
Vose	Psycho-neurological

The number of children in these boarding houses is 1.5% of the total number of children.

Besides, the Ministry of Labor and Social Security has institutional recreation zones and a sanatorium for the rehabilitation of pensioners and disabled children.

Along with it, there is a prosthetic-orthopedic factory which renders free assistance to disabled children providing them with different rehabilitation aids (thanks to the assistance of international organizations).

Children with mental and physical deficiencies under 12 months and older as well as abandoned children from delivery hospitals are placed in specialized institutions of the Ministry of Health (orphanages). These institutions provide temporary shelter to the child until a certain age or, depending on circumstances, until his/her family is able to take care of him/her.

At the time of assessment, there were 93 disabled children in the specialized orphanage #1 in the city of Dushanbe; in 90%, they suffered from the pathology of the central nervous system and musculoskeletal system. In specialized orphanage #2 there were 78 children. In 60% cases, the reason for hospitalization was the pathology of the central nervous system without psychological disturbances.

In Dushanbe, there is a Republican Child-Adolescent Center of Psychological Health which provides out-patient psychological assistance to children and adolescents. The Center admits 30 persons. It receives children suffering from schizophrenia, psychological disturbances of non-psychic character, mental deficiency, mental retardation, etc. It is worth noting that the Center is not used for its intended purposes. In reality, the Center specialists should deal with medical rehabilitation and pedagogical correction of children with limited capacities (CLC). The Center must provide a base for educational-consultative assistance to CLC and their families by specialists in therapeutic pedagogy.

Besides, within the Ministry of Health system, there are specialized health centers which monitor the condition of disabled children: Republican Endocrinology Health Center (with 58 registered children), Republican Center of speech and hearing (with 1,740 children under 14; of them 806 children come from Dushanbe and 605 children from Regions of Republican Subordination).

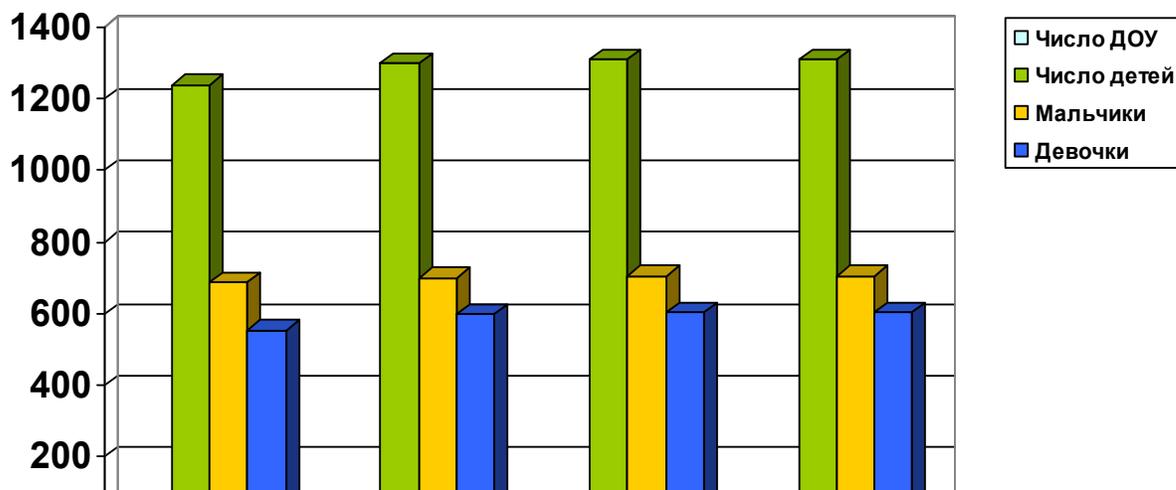
In 2002, health care bodies of the RT monitored 11,395 registered children aged 0-14.

Following the resolution on pre-school institutions (1995) and the instruction of the MOE of the RT on enrollment of children with limited capacities on pre-school institutions and groups of special concern (1995), it was decided to create pre-school specialized institutions. In accordance with the Law of the Republic of Tajikistan “On social security of disabled people in the Republic of Tajikistan”, it is envisaged to organize pre-school education of disabled children, ensuring primary, secondary and secondary special education for such children, home education and training, and non-school education of disabled children.

At the same time, the Ministry of Labor and Social Security has a functioning system of primary vocational training, including one specialized lyceum for disabled people in Dushanbe with a branch in the city of Taboshary which provide primary vocational training to disabled people from 14 to 30 years of age, including disabled children of 14-18.

According to the MOE, in 2004, there were 11 correctional pre-school institutions of different types in the RT which covered 1,308 children (in day and continuous care). Of them 46.1% were girls. On the whole, the share of children with limited capacities in the republic who attend pre-school institutions is 2.2%.

Diagram 1 Number of specialized pre-school general education institutions



In the past few years, the number of pre-school education institutions (PSEI) has decreased and the number of children in them has increased. Children are distributed in accordance with nosology – hearing, sight or speech deficiency, or affected musculoskeletal system (these deficiencies are the most common in the republic). There is an acute lack of specialists in therapeutic pedagogic.

Children are admitted to specialized kindergartens after the examination in local polyclinics. There is a PMPC decision regarding each of these children.

Today, there are specialized groups in all universal pre-school institutions of GBAO, Khatlon Region (kindergarten #7 in Kurgan-Tube) and several regions of republican subordination (Gissar, Vahdat, Leninsky, Shahrinau); however these groups and children are not registered by local education departments. The MOH board took a decision (№13/1 issued 03.11.2001) to transfer specialized groups from kindergartens #48 and #98 of Dushanbe to the republican specialized kindergarten #42 due to the absence of basic conditions, therapeutic equipment and medications. This multi-functional specialized kindergarten with special groups for children with sight and hearing deficiencies and affected musculoskeletal system was created at the initiative of the Ministry of Education. Medical care of these children has been provided by the Republican Ophthalmology Hospital since 1982.

It is worth mentioning that many institutions do not function at their full capacity. Thus, quite often, kindergartens lack professional staff – specialists in therapeutic pedagogic (surdo-pedagogs, typhlo-pedagogs, ophthalmologists, speech therapists). Usually they only have speech therapists. In the past few years, these specialists have not attended any advanced training courses (ATC).

Pedagogical staff of specialized institutions do attend advanced training courses yet the efficiency of these courses is rather low since trainers have also missed their advanced training.

Education programs, methodological and didactic materials are obsolete; besides, they have never been published in the state language. Kindergartens also suffer from poor nutrition and medical care.

The material-technical base of specialized institutions is also poor; most of these institutions are in need of capital repair; they lack qualified specialists due to the low remuneration. Specialists for specialized education institutions (PSEI, boarding-schools) are prepared by the Therapeutic Pedagogic Department of the Pedagogic and Psychology Faculty of the Tajik State Pedagogic University which has very few pedagogic staff with academic degrees.

Change in the attitude to children with limited capacities and their active integration in the society have always been a matter of concern for the government. Thus, back in 80-90-s, general pre-school institutions often had specialized groups. This organizational form of correctional-developmental education and training to some extent made it possible to integrate children with deficiencies into the company of healthy and normally developing peers; it was meant to resemble a family; therefore, specialized institutions kept small number of children. Many pre-school institutions had speech therapy centers in them.

Today, children with limited capacities aged 7-15 may attend one of 11 boarding-schools; of them four of the national level funded directly by the Ministry of Education of the Republic; the others are supported from local budgets.

Boarding-schools for children with limited capacities are usually attended by children suffering from poor sight or blind children, children with poor hearing or deaf or deaf-mute children, children with slight mental deficiency and recommendation to continue education. In 2005/2006 academic year, these institutions served 1,575 children aged 7-15. These institutions provide basic (9 grade) education.

Table 8 Institutions for children with limited capacities, by types of disability, under the Ministry of Education of the RT²⁶

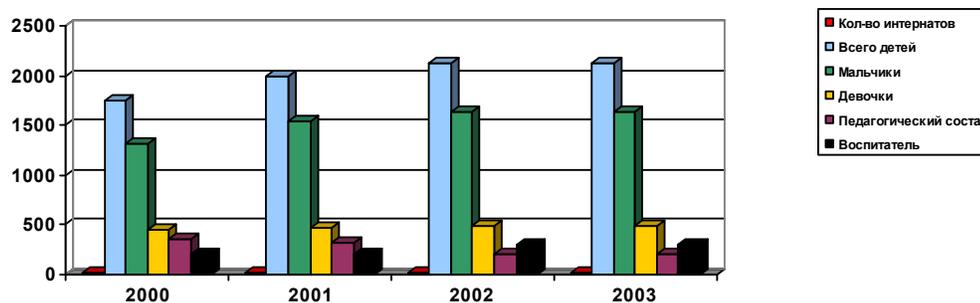
Names of boarding-schools for children with limited capacities by disability types in 2005-2006 academic year	Total children	including				
		Children with limited capacities:				
		total	Of them			
			orphans	Fatherless	Motherless	From low-income family
Total of 11 institutions	1575	1575	95	263	125	1092
Boarding-schools for blind and poor-sighted children - 3	178	178	1	44	8	125
Boarding-schools for deaf children and children with poor hearing - 3	642	642	6	69	20	547
Specialized boarding-school for children suffering from polio effects - 1	227	227	29	75	68	55
Boarding-schools for children with limited capacities - 4	528	528	59	75	29	363

In boarding-schools, children follow the curricula of general education schools. Thus, specialized boarding-schools provide education to the total of 2,128 children in the republic which constitutes 11% of all children disabled from birth (19,471 people according to the data provided by the Ministry of Labor and Social Security of the Population).

Special school education is provided to 0.01% of all children and adolescent in the republic or 17.6% of registered children with deficiencies and children in need of correctional aid.²⁷

All this proves that the network of education institutions for children with limited capacities is practically not developing. Activities of education departments depend on appeals coming from parents; emphasis is made on school age while the quota formation of specialized institutions depends on the number of vacancies.

Diagram 2 Network of boarding-schools in the Republic of Tajikistan, by years



²⁶ State Statistics Committee of the Republic of Tajikistan: Analytical report “Mechanisms of rendering assistance to children left without parental care”, Dushanbe, 2006, p.

²⁷ OSI-SF: Country Needs Assessment; Status of people with limited psychic capacities; Needs assessment in the sphere of psychic disability, Dushanbe, 2006

One of the problems preventing from access of children with limited capacities to education is poor awareness of parents and their children of their rights.

Monitoring of the “Right of disabled children to education” conducted by the Republican Bureau of Human Rights and Compliance with Law together with the initiative group from the city of Penjikent in 2006 with the support of OSCE (БДИПЧ) showed that a substantial number of children with limited capacities do not receive any education at all.

The survey results showed that 92% of parents are not aware of the main rights of their children. Only one in a hundred of interviewed parents appealed to public authorities on the issues of his child education. However, his appeal was left unanswered due to the lack of specialists in the city. Other parents did not even try to solve the problem.

The overwhelming majority of parents are unaware of an opportunity of home education for children with limited capacities. Yet even if parents know of the opportunity of home education they have no idea how the education process should be carried out. Only one person said that the main rule of home education is the duty of the assigned teacher to work with the child at home.

Since parents are unaware of home education procedures, it is not easy for them to evaluate the quality of education. However, despite all this, parents admit that it is difficult for teachers to work with their children because they lack experience with this target group.²⁸

Law of the RT “On social security of disabled people in the Republic of Tajikistan”

Article 27 Home education and upbringing of disabled children

In the absence of a possibility to bring-up and educate disabled children in general or specialized institutions and education facilities and taking into consideration parents’ request, upbringing and education are carried out at home. At that, one of the parents or the person replacing parents receives material assistance and allowances in the order established by the Government of the Republic of Tajikistan.

Respective education institution provides assistance to parents in educating their disabled children at home.

Assistance of international organizations and NGOs in the elaboration of alternative forms of development and support of orphans and children with limited capacities

Enormous assistance to children with special needs and initiatives in the sphere of inclusive education in Tajikistan are implemented by international and non-governmental organizations.

At the very beginning of their activities, NGOs were mostly engaged in humanitarian aid programs targeting families that have children with limited capacities, thus helping them survive under the hard conditions of the economic crisis and liquidation of the post-war problems in the republic. With the gradual improvement of the political and economic situation, these organizations switch to the implementation of development programs for their target groups.

NGOs “Health”, “Aurora”, “Munis”, “Neki”, “ORA International” develop and implement Day Care Center programs, train social workers, and integrate methodologies of inclusive education. At present, there already exist programs for parents of disabled children raising their awareness in legal issues, providing them with consultative and psychological support.

Since 2002, as an alternative to specialized institutions for children with limited capacities in the republic (these children are isolated from healthy children), the NGO “Health” in the city of Dushanbe has been providing consultative services to parents and assisting in the rehabilitation of disabled children when their parents are against placing their kids to institutions.

One of the outcomes of this activity is the establishment of the Parental Consultative-Education Center (PCEC) for parents whose children suffer from physical and mental deficiencies. The PCEC is located in the specialized kindergarten for children with speech problems. Financial support to the Center is provided by UNICEF and OSI – Soros Foundation.

²⁸ Republican Bureau on Human Rights and Compliance with Law; Initiative group from the city of Penjikent: Right to education for children with disabilities; Monitoring report, Dushanbe, 2006, p.15-17

In 2005, 250 families that have children with limited capacities received consultative assistance. The age of children varies from 3 to 10 years old. The most common diseases include:

- mental disturbance
- musculoskeletal problems
- hearing deficiency
- complex structural deficiencies

There are four groups for children with limited capacities in the PCEC:

- permanent day care group in an inter-active kindergarten – 10 children integrated in the group of ordinary (healthy) children;
- a short-term duration group – 35 children
- a group of individual servicing – 7 children
- a home-serviced group – 8 children

About 200 parents have been trained by the Center from its day one. Each month, 35 children with limited capacities receive services on a permanent basis. Yet another achievement of the PCEC is the close collaboration with the specialists of the Psychological & medical-pedagogical consultancy center. They send children for correction where the Center specialists provide various types of correctional assistance to children with severe disturbances with the consideration of individual abilities and needs of children with limited capacities.

The possibility for children with developmental deficiencies to be close to their peers helps these children to adapt to the world of healthy children without a psychological stress.

At present, the PCEC exists only in the capital city of the republic – Dushanbe. In the future it would be very important to replicate the PCEC experience in other regions of the republic.

The Central Asian office of “Save the Children” in collaboration with child organizations, education support committees and school administration tries to create conditions for an improved access to school education for all children. By today, about 500 children with limited capacities have been covered by the program.

During three years, personnel of this educational program covered 102 schools in 18 districts (Khatlon Region: Baldjuvan, Djami, Kolkhozabad, Muminabad, Sarband, Temurmaliq, Khuroson, Khamadoni, Shurobad; Sogd Region: Aini, Gafurov, Ganchi, Istravshan, Kanibadam, Shahrstan, Penjikent; the city of Dushanbe: districts Somoni and Shohmansur). This work included public mobilization/ inter-action with local authorities and the Ministry of Education.

Since 2002, under the “Social workers training project”, the international organization ORA International trained over 50 social workers all over republic representing staff of state institutions, local authorities, NGOs and education schools.

Since the beginning of the project, over 900 children from boarding-schools #1 and #4 in the city of Dushanbe returned home and general education schools. Practically all children who returned to their families received humanitarian assistance in the form of school supplies, food and clothes. Schools which received children from institutions received assistance in the form of school furniture and other equipment.²⁹

In Vakhsh district, there works NGO “Dilshod” which produced auxiliary equipment for children with limited capacities (wheel-chairs, exercisers, furniture). These products find their way into child day-care centers or families which receive assistance in the form of equipment.

There are over 20 non-governmental organizations in the republic providing assistance to children with limited capacities and their families (See Annex 3).

On the whole, these organizations have rather qualified staff - as a rule experienced in working with children; sometimes NGO personnel received training in work with disabled children and their families. At the same time, to build their capacity, it would be advisable to organize permanent mobile training courses.

²⁹ State Statistics Committee of the Republic of Tajikistan: Analytical report “Mechanisms of rendering assistance to children left without parental care”, Dushanbe, 2006, p. 13-14

Situation analysis shows that the current system created to assist children with developmental problems lack sufficient logistical, staff and financial capacity for the solution of diagnostic, correctional, developmental, and educational objectives.

In order to improve early identification of children with developmental problems, carry out integrated surveys, develop recommendations and provide consultations on medical rehabilitation of children, their psychological-pedagogical correction at the community level, it is necessary to transform these commissions into PMPC meeting modern requirements to be able to form the basis of the aid system targeting children with developmental problems.

Rich foreign experience and the situation analysis of the country prove that the availability of the early identification system and early psychological-pedagogical correction are feasible under the condition of a close collaboration of medical and preventive treatment and specialized pre-school institutions and families with psychological and medical-pedagogical consultations. PMPC should not only become a new part of the specialized education system but should also contribute to the effective solution of problems faced by certain categories of people.

Changes taking place in the system of education if oriented at the values of the pedagogic process, its humanization and individualization and aimed at helping a concrete child encourage creation of new models, search of new forms and technologies of specialized assistance to children experiencing problems or suffering from deficiencies in their development, education, communication, and behavior.

2.5.2. ACCESS TO EDUCATION FOR AFGHAN REFUGEES³⁰

The majority of Afghan refugees found their way to Tajikistan in the period between 1991 and 2000. The main reasons making them flee their own country include military operations in their places of residence, threat to their lives and persecution on part of authorities and armed groups.

Socio-demographic characteristics

The total number of Afghan refugees in surveyed families was 1,733 people. Most of Afghan refugees are male. The average age of Afghan refugees is 21.5; half of them are under 17.

The average size of an Afghan family is 4.7 people; three-thirds of families consist of 7 people.

Most Afghan refugees are ethnic Tajik – 93%. There is also a minor representation of Uzbek, Pushtu, Khazari and Turks – the total of 6%.

Most often, Afghan family members speak Tajik – 97%. Other languages of communication are English – 29% and Russian – 27%.

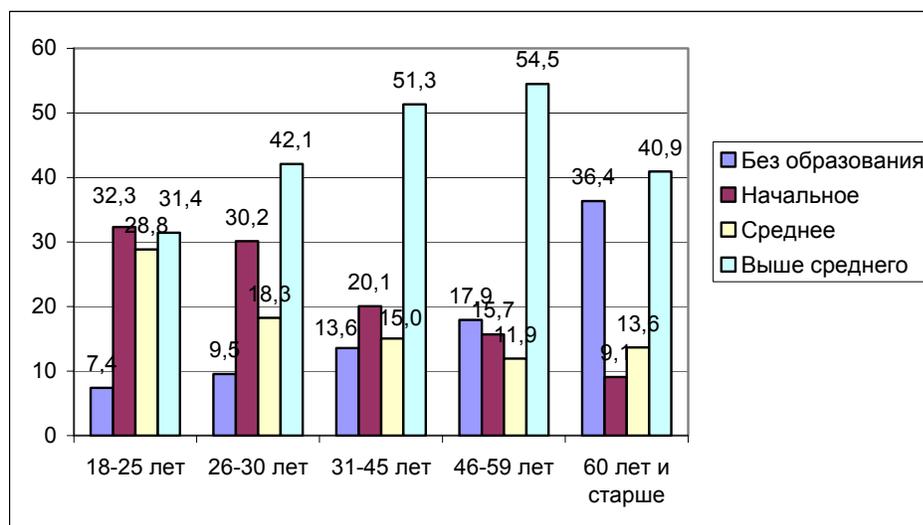
Educational level

One third of Afghan family members have either no education or primary education – 36.5%. One-fifth of Afghan family members have complete secondary or secondary professional or higher education. Education level of women is much lower than that of men. Around half the women have no education at all or have primary education. Among men, only 5% are uneducated.

The study of educational level of Afghan refugees dependent on age showed that most uneducated persons among Afghan refugees are at the age of 60 and older. Among young people of 18-25, there are fewer uneducated people than in other age groups. However, very few of them have higher education (see diagram 3).

Diagram 3: Educational level of Afghan refugee family members aged 18 and older, broken down by age groups, in %, N=850

³⁰ The section was prepared on the basis of the survey report of the Center of Sociological Research “Zerkalo” for the UNHCR office in the RT: Situation of Afghan refugees and asylum-seekers in the RT”. The survey was held in Dushanbe and Khudjand. Total number of interviewed Afghan refugee families is 373 (334 in Dushanbe and 39 in Khudjand).



Child education

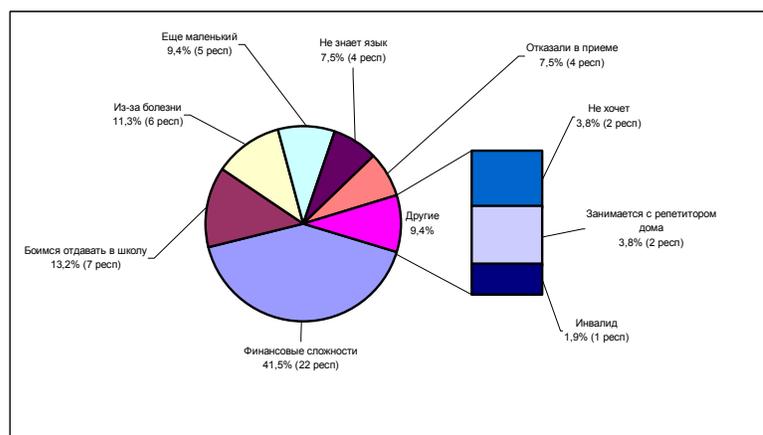
The collected sociological information showed that most children under 7 do not attend pre-school institutions – 79%. The majority of children aged 7-12 go to school. The share of students is a bit lower in the age group of 13-17; however, it is still rather high – 83%. Most children attend an Afghan school – 65%; 27% attend local schools; 6% - Iranian school, and 1% are university students.

Fourteen percent (14%) of Afghan refugees attend training courses. Practically an equal number of men and women attend different courses – 17% and 15% respectively. Most often, it is young people under 26 who attend various courses. The most popular are the English language courses – 82%.

In the period from 2001 to 2005, 74 young people finished school. Only three of them admitted the absence of a secondary school certificate: two graduates of the Afghan school “Somoniyon” and the person who went to school in Afghanistan. It is worth noting that 37 of 74 people who finished school in Tajikistan continue their education in Tajik universities.

The survey results showed that most often children do not attend school because of financial problems in the family – 41% (see diagram 4).

Diagram 4: Causes preventing children of Afghan refugees from school attendance, in %, N=53



Some of the respondents pointed out problems caused by the violation of refugee rights (refusal in school enrollment) and somewhat clouded relations with local communities (fear to send children to school).

When asked if they wanted their children go to school, most parents said yes – 36 of 53 people. Reasons behind the answers to this question showed that all or most of the parents whose children do not attend school due to refusal in enrollment, disability, home learning, fear to send the child to school or financial difficulties wanted their children go to school.

According to the survey results, children from 138 families do not attend local schools yet are enrolled in other education institutions – Afghan or Iranian school. As it is shows at the diagram below, most often, children of Afghan refugees do not attend Tajik schools due to the lack of necessary documents – about 40% (17 respondents). Other significant reasons of no-attendance are as follows:

- bias expressed by local population, including responsible persons – 23%;
- financial difficulties – 16.3%, 7 respondents;
- problems with child adaptation to local conditions (does not speak the language, has no knowledge of the Cyrillic alphabet) – 16.3%, 7 respondents.

Diagram 5: Why parents – Afghan refugees – do not send children to local schools? N=43



Education of Afghan refugees aged 18 and older

The survey showed that 6.7% (57 people) of Afghan refugees study at the age between 18 and 27. Around 40% of young people from this group (22 people) attend school and 60% are university students (35 people). Some attend the Afghan school “Somoniyon” – 30% (17 people) and 9% (5 people) attend local secondary schools. Seven people aged 20-27 also attend school – they are all enrolled in grade 11.

“I had no opportunity to attend school and receive education in Afghanistan. That is why I go to the Afghan school “Somoniyoin” here. Man, 27; student of grade 11

Among the national universities, the most popular among Afghan refugees is the Tajik State Medical University. Ten (10) of 35 Afghan refugee students above 18 and older study in this University. Besides, Afghan refugees study at the Tajik State National University – 4 people; Tajik-Russian Slavic University and Pedagogical University – 2 in each. Three members of Afghan refugee families study abroad – 2 people in Moscow State University and 1 person in Pakistan Economic University. Relatives of the rest 11 young people were not sure of their place of training.

Thus, the survey results showed that along with such problems as the absence of necessary papers (58%), lack of financial resources (19%), lack of permanent jobs (15%), and accommodation (12%), Afghan refugees in Tajikistan have problems with education. All this makes it very important to provide access to different levels of education for Afghan refugees on part of education departments. It is most important to develop social partnership in this issue with

the Afghan diaspora and non-governmental organizations providing educational services. When developing concrete measures aimed at educational coverage of Afghan refugees, it is necessary to consider their socio-demographic and other particular qualities.

2.5.3. STREET-CHILDREN

According to the definition given by the ENSCW, street-children are children and adolescent under 18 who, irregardless of their family status, spend a considerable time in the street, “live” in the street and fall under the major influence of the street.³¹

There is no official statistics in the country on even an approximate number of street-children. The minority inspection (MI) of the Internal Affairs Department registers only those children who commit crimes and this may include both street and non-street children as well as children from well-to-do families. Problems with the identification of the exact number of street-children to a large extent are accounted for by the fact that there is no national definition of street-children and no criteria of their identification.

Thus, e.g., the Public Foundation “Panorama” based its monitoring and situation assessment of street-children on the concept that street-children do not present a homogeneous structure and that there are numerous numbers of unorganized children in the country. This is explained by the fact that although some children live with their families they do not attend school because their families are very poor and they have to help them survive under these conditions by taking odd jobs. Key criteria here are the following two: living in a family and school attendance. There are two main groups and several sub-groups:

I. Street-children:

- Children who do not live in a family, do not attend school and spend most of their time in the street (in cellars, at the market, car parking, different adapted premises).

II. Unorganized children :

- Children who live in a family yet do not attend school and spend most of their time in the street (selling at the market, pushing carts and carrying bags, washing cars, etc.). Most of them are boys.
- Children who live in a family yet do not attend school and spend most of their time at home (doing housework, helping parents at the household, etc.). Most of them are girls.
- Children who live in a family, attend school and from time to time spend a substantial part of their time in the street.

Results of the survey conducted by the Center for Strategic Studies under the President of the RT with the support of UNDP and Global Fund fighting with AIDS, TB, and malaria in the RT attract out attention to the fact that when people say “street-children” (bachakhoi kucha), they mean two categories of street-children. The first category includes children who work in the street, earn money and come back home late at night. They form the majority of community children. They keep close connections with their families and – if possible – attend classes or are enrolled in school. The second group of street-children consists of children who live in the street, spend most of their time away from their families or have no families at all.³²

In child opinion, this group includes, first of all, several categories of children. The biggest category is formed of children who spend most of their time looking for a job to support their

³¹ A. Rean, Street-children and society: social and psychological aspects of the problems

³² Materials of the survey conducted by the Center of Strategic Studies under the President of the RT include: “Complex study of the street-children situation in the cities of Kurgan-tube, Khudjand, and Dushanbe”, Dushanbe, 2007. The survey interviewed 500 street-children: 200 in Dushanbe, 125 in Khudjand, 100 in Kurgan-Tube, and 75 in Kuliab; interviews with 4- key informants and 8 focus group discussions

families; most often, they come from nearby towns and districts and are concentrated in the biggest cities of the Republic of Tajikistan – in the first place - in Dushanbe, Khudjand, Kurgan-Tube, and Kuliab.

Following are the main reasons pushing children to go to the street looking for a job:

- Low family welfare;
- Absence of one or both parents;
- No wish to attend education institution;
- Lack of permanent place of residence.

It is worth noting that in their opinion, there already is group of their own bums as well as children in conflict with law. This latter group is involved in petty thefts and disorderly conduct; among these children, there are also drug addicts. On the whole, children divide themselves into several categories, such as:

1. Working children

- a) Children from labor migrants’ families or children who lost one or both parents;
- b) Children from low-income families;
- c) Newcomers from low-income rural families or distant areas;
- d) Children from adverse families where one of the parents is a drug or alcohol addict or one of the parents is in a penitentiary institution.

2. Non-working children

- a) Children from well-to-do families who spend all their time in search for entertainment. They can be found in Internet-cafes, billiard saloons or disco-clubs;
- b) Children from well-to-do families who have problems with their parents and try to find escape in the street.

Estimated number of street-children based on the key informants’ data

Results of individual interviews with key informants helped identify the following number of street-children in the surveyed cities: Dushanbe – 6,000; Khudjand – 2,000, Kurgan-Tube – 1,000, and Kuliab – 500-600 people.

The survey results show that:

- main part of street-children in surveyed cities are boys (86.2%); girls present a minor part of street-children (13.8%);
- most of the children live with their parents (63.8%) and over 36% are orphans or complete orphans; of the total number of interviewed children, 59.2% are local residents and 40.8% - newcomers;
- one of the main problems facing street-children, especially those who come from rural areas, is a place to stay. Most street-children live with their parents – 63.4%; around 20% stay with their relatives and 5.6% - live in the street.
- the main reasons making it impossible for children to stay with their parents are the absence of accommodation (50%) or bad relations with their parents (18%);
- street-children are prone to different types of violence more than any other children. This proves that they are more vulnerable and unprotected compared to other children. Thus, of the total number of interviewed children in all target cities, 64.2% reported different types of abuse.

School and street-children

As pointed out above, one of the criteria defining street-children is school attendance. Result of an integrated survey of street-children confirmed this assumption.

Table 9 School coverage of street-children (in %)

		Including	Cities
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	Aver age			Dushanbe		Khudjand		Kurgan-Tube		Kuliab	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Study	47.6	50.8	27.5	23.3		62.6	40.0	75.3	31.6	76.3	56.3
Do not study	52.4	49.2	72.5	76.7	100	37.4	60.0	24.7	68.4	23.7	43.8
Total	100	100	100	100	100	100	100	100	100	100	100

Thus, according to the outcomes of the quantitative survey, 52.4% of respondents reported that they did not attend school at the time of the survey; at that, practically all street-children are of school age. It is worth noting that the percentage of girls who do not attend school is much higher than that of boys. Thus, if of the total number of boys, 49.2% do not attend school, among girls this percentage is 72.5%. The highest percentage of children out of school is in Dushanbe. Of the total number of interviewed boys, 76.7% do not attend school; while of the total number of interviewed girls, none of them attends school. Such a low level of attendance in Dushanbe is explained, first of all, by the fact that most of them are newcomers from other regions of the country. A relatively high level of attendance is observed in the city of Kuliab.

Table 10 Level of school attendance by street-children (in %)

Level of attendance	Aver age	Including		Cities							
				Dushanbe		Khudjand		Kurgan-Tube		Kuliab	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Regularly	56.7	60.3	15.8	31.7	0	56.9	75.0	78.7		66.7	
Irregularly	43.3	39.7	84.2	68.3	0	43.1	25.0	21.3	100	33.3	100
Total	100	100	100	100	100	100	100	100	100	100	100

The survey showed that even those children who attend school do it irregularly. Thus, of the total number of interviewed children who admitted school attendance, 43.3% said they do not go to school regularly. From the gender aspect, girls miss classes more often than boys

Table 11 Reasons of school non-attendance by street-children (in %)

Main reasons	Aver age	Including		Cities							
				Dushanbe		Khudjand		Kurgan-Tube		Kuliab	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
No permanent place of residence	6.7	6.5	7.3	8.0	17.2	7.4		2.2	4.5	2.8	
No financial opportunities	32.9	32.5	34.1	33.7	27.6	23.5	12.5	37.0	45.5	41.7	39.1
No time because of work	31.0	33.7	19.5	32.0	6.9	32.1	12.5	39.1	18.2	38.9	39.1
Do not want to study	21.9	22.2	20.7	21.1	27.6	29.6	37.5	17.4	22.7	16.7	4.3
Parents and relatives are against	5.0	3.0	13.4	2.9	17.2	4.9	25.0	2.2	9.1		8.7
Other	2.6	2.1	4.9	2.3	3.4	2.5	12.5	2.2	0		8.7

Total	100	100	100	100	100	100	100	100	100	100	100
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Reasons behind school non-attendance by street-children include the following: no time because of work (33.7%), lack of financial resources (32.5%) and no wish to study (22.2%). “No wish to study” in this case can be explained by the fact that children do not connect their future perspectives with their school studies. Most of the children said that even if they demonstrate excellent performance they will still fail to enter higher educational institutions. In their opinion, today, to enter a university one needs money and not the knowledge.

Many children who work with us miss classes or dropped out of school. To go to school, one needs to have clothes and footwear and enough food. Empty stomach does not help. There is one more reason. If we all lived well, we would never have quit school and would not roam markets asking people to allow us taking their bags to the road or to the car. It is not easy to see rich people making purchases and we can only watch them and imagine how they will eat all they bought. (Ramazan, 16, loader, Kurgan-Tube).

Morning is the busiest time for the market. School also starts in the morning. We have to choose – either go to the market to earn money or go to school. Market is more important for us because it is the market that supports us and our families. School is also important but going to both at the same time is not possible, that is why many of us make the choice in favor of the market (Tuichi, 12, fetches lunch for sales managers from the market canteen, Khudjand).

Survival strategy of street-children

The main survival strategy of street-children is work out of their place of residence. As was mentioned above, most children do not attend school because they earn their living. It is work out of their place of residence that is one of the criteria used for the identification of street-children. According to our survey result, 94% of street-children work.

Table 12
Ratio of street-children earning their living (in %0

	Aver age	Including		Cities							
				Dushanbe		Khudjand		Kurgan-Tube		Kuliab	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Work	93,6	92,8	98,6	99,4	100	92,2	90	84	100	86.4	100
Do not work	6,4	7,2	1,4	0,6		7,8	10	16		13.6	
Total	100	100	100	100	100	100	100	100	100	100	100

According to the survey results, main types of labor activities among street-children are: cargo transportation with the use of carts (17.9%), car washing (17.7%), haggling (17.1%), and selling goods at the market (10.9%). Market sales and haggling form the sphere of activity for girls. In the cities of Dushanbe, Kurgan-Tube and Khudjand, part of the street-girls are involved in prostitutions (in the table this type of activity is mentioned as “other”). Street-boys are mostly engaged in pushing carts (21.2%), car washing (21%) and small trade in the market (10.9%).

According to the results of the quantitative and qualitative surveys, earned money is mostly spent by children on family support (46.3%), food for themselves (26.5%), clothes and footwear (21.4%). Very small part of moneys is spent on entertainment. In the cities Kurgan-Tube and Kuliab, as compared to Dushanbe and Khudjand, street-children spend more money on family support. This is mostly related to the high level of labor migration among their fathers.

Thus, the problem of “street and unorganized children” requires an integrated approach and coordination of efforts of local khukumats, education departments, non-governmental organizations, and all other stakeholders. The priority area in this sphere must be the return of children to school and their involvement in studies.

3. PROGRESS IN THE ACHIEVEMENT OF SIX EFA GOALS

3.1. Review of the EFA coordination

Following commitments in the implementation of the Dakar EFA Action Plan for 2003-2006, Tajikistan, through a decree issued by Minister of Education of the Republic of Tajikistan, established four (?) thematic groups:

1. Global education
2. Girls' education
3. Monitoring of achievements in education
4. Adult education
5. Early child development

In 2007, another decree of the Minister of Education established a Working Group for the preparation of a National Report on the EFA Mid-Term Review.

The EFA National Coordinator is Deputy Minister of Education of the RT.

Initially, by 2004, a separate EFA National Action Plan had been developed; however, later a decision was taken to integrate it in the National Education Development Strategy (NEDS) till 2015. The NEDS, in its turn, is an integral part of the National Development Strategy of the Republic of Tajikistan till 2015 and the PRS for 2007-2009.

The EFA goals are directly integrated in the NEDS objectives:

Objective 3: Ensure quality of education at all levels in compliance with the Goals of the World movement “Education for All” and Millennium Development Goals (EFA Goals 6, as well as 1, 2, 3,4).

Objective 4: Provide equal access to base education and – on a competitive basis – to other levels of education (EFA Goals from 1 to 6)³³

There is no individual funding for the EFA. Actions aimed at the achievement of the EFA goals are funded under the state and national programs.

In the framework of the Fast Track Initiative, in 2006 the Ministry of Education received funds for the implementation of selected areas of the NEDS. The FTI Strategic Committee of the Catalytic Trust Fund allocated a grant to Tajikistan in the amount of \$18.4 million (\$9.2 million for 2006; however in the event of a successful implementation, another \$9.2 million in 2007) for the achievement of the NEDS objectives.

In accordance with the Agreement signed on May 29, 2006, # TP056716 “Education for All”, the implementation of the FTI CF grant was entrusted to the Project Implementation Unit (PIU) in the sphere of education. In order to carry out joint coordination of the FTI CF grant, the Government of the Republic of Tajikistan established a Coordination Committee chaired by Deputy Prime Minister of the Republic of Tajikistan on social issues.

Responsibilities over the CF grant implementation is entrusted to the Ministry of Education. The Ministry of Education Decrees issued on March 2, 2006 (#185) and March 15, 2006 (#231), established a working group assisted by a working sub-group. On the whole, the working group bears responsibility for the coordination of activities related to the CF grant implementation. The PIU provides daily assistance to the Ministry of Education in the preparation and implementation of the CF grant. Thus, the PIU provides its human and fiduciary capacity (finance and procurement).

³³ See NEDS, Section “Strategic Development Plan for the Education System of the Republic of Tajikistan (2006-2015)

The CF grant consists of the following components:

- **Component A: School infrastructure**
- **Component B: Modernization of curricula, publication of textbooks and teaching materials**
 - *Sub-component B1: Publication of textbooks and methodological manuals*
 - *Sub-component B2: Modernization of curricula*
 - *Sub-component 3: School equipment*
- **Component C: Human resources**
 - *Sub-component C1: Increased capacity of pedagogical staff in the sphere of education*
 - *Sub-component C2: Increased capacity of school head-masters and per capita funding*
 - *Sub-component C3: Building fiduciary management capacity in the sphere of education*
- **Component D: Data collection and system analysis under the Information Management of Education System (IMES)**
- **Component E: Grant implementation management**

Besides, the EFA is co-funded by international foundations and organizations (ABD, WB, UNESCO, UNICEF, other UN agencies, Soros Foundation in Tajikistan, and others).

Despite the fact that the EFA program implementation is carried out in partnership with the Ministry of Education, other ministries and institutions, international and non-governmental organizations, there are still no effective mechanisms of cross-sector approach to the implementation of the Dakar Action Plan.

Today, there is still no permanent model for monitoring and evaluation of the EFA goals achievement. Unfortunately, the established thematic groups on the EFA goals achievement do not exercise permanent monitoring which constitutes one of the risk factors for national commitments.

Since the EFA goals have been integrated in the National Strategies, it is possible to use monitoring results of the PRS or other program documents. Most often, they use quarterly and annual reports submitted by ministries, institutions, and partners:

- Quarterly, six-month, and annual reports of ministries and institutions
- Annual statistical reports (both general and sector reports)
- Thematic research (MICO, MICS, MDO)
- Regular reports of international organizations (UNDP Human Development Report, Study of the Poverty Reduction Strategy, etc.)
- NGO Reports and research outcomes

At the same time, monitoring should also focus on (both general and individual):

- Implementation process of the EFA Goals achievement integrated in the NDS and PRS
- The situation in the education system with regard to equal access to education and creating conditions for continued education
- Activities of governmental and non-governmental structures
- Stakeholder impact and inter-action
- Institutional and material-technical resources
- Achieved results – planned and spontaneous (both positive and negative).

An important element of monitoring is the dissemination of monitoring and evaluation results, continued information of all stakeholders on the NDS and PRS monitoring and evaluation (presentation of analytical papers, reports, and recommendations to the Government and local executive committees, Committees on woman and Family Affairs; publication of articles in mass media, etc.). Also important is the discussion of interim reports upon the completion of regular monitoring and evaluation (round tables, workshops, information campaigns, TV and radio programs, etc.).

In accordance with the unified PRS monitoring requirements, it is necessary to use four main types of monitoring indicators:

- 1) ***indicators of the used resources*** characterizing the policy of involvement and allocation of government budget funds and other resources used for the Strategy implementation,
- 2) ***delivery indicators*** characterizing immediate results of the state institutions' PRS implementation,
- 3) ***indicators of final results*** showing how the PRS activity modified the socio-economic situation in the country and how much the population access to major state services has increased and whether the population is satisfied with it,
- 4) ***impact indicators*** showing how the people's well-being has changed, characterizing the strategic goals achievement.

Development and functioning of the monitoring and evaluation system is one of the key implementation mechanisms of the EFA action plans.

3.2. IMPLEMENTATION OF EFA GOALS

Goal 1: Expand and improve integrated early child upbringing and education, especially of vulnerable and deprived children

3.2.1.1 Description of the EFA Goals and specific national objectives

According to international approaches, early child education and upbringing is the basement of child life-long education and the ground for education in general. Looking at the problems of early child care and development as an element of expanded base education, it is necessary to take into account that education starts from birth and not from the primary school enrollment.

The world practice of the last decade received conclusive evidence that a high-quality early child care and education – both at the family level and following specially developed programs – make a positive impact on child survival, growth, and development as well as on child capacities to education.

The priority area in the achievement of the set goal for Tajikistan is the restoration and expansion of the pre-school education and care system, improved educational level of pre-school institutions and creation of new low-cost models of pre-school education.

National objectives:

- 1) increased child coverage by pre-school educational institutions (PSEI);
- 2) developed infrastructure of the pre-school education and care system;
- 3) strengthened legal base of the pre-school education and care system;
- 4) improved quality of training and advanced training of pedagogical cadre for the PSEI;
- 5) development of the state standard of pre-school education; revised curricula and improved provision of training and methodological materials in the process of pre-school education;
- 6) creation of a pre-school educational system built on the PSEI groups and pre-school classes of general education schools;
- 7) coordination and development of social partnership in the sphere of education modernization and early child education with non-governmental structures, NGOs, business structures, local communities, individuals and international organizations;

- 8) developed inter-sector partnership in the sphere of health maintenance and early child development.

3.2.1.2 General policy: legislation, normative-legal base, and programs, including those for vulnerable groups

The state policy in the sphere of pre-school education in the Republic of Tajikistan is developed and implemented on the basis of the Constitution of the Republic of Tajikistan, the Law of the Republic of Tajikistan “On Education”, and other legislative acts of the country.

Identification of specific goals and objectives of the pre-school education policy found its further development within the Concept of Pre-School Care (1994), the National Educational Concept of the RT (202), National Education Development Strategy of the Republic of Tajikistan (2006-2015), State program of the pre-school care development in the Republic of Tajikistan for 2006-2010 (approved on 28.01.2005< #33/1), and other documents.

The main objectives of the pre-school care are as follows:

- protection of child life and health, child introduction to healthy life style values;
- harmonious development of child personality, satisfaction of child interests and capacity development;
- formation of socio-spiritual capacities of child personality allowing the child living and fruitful activity in the social and natural environment;
- provision of the required correction of child development deficiencies;
- development of initiatives, curiosity, and creative capacities.

Implementation of these objectives requires a unified approach to the identification of a compulsory minimum of pre-school education curricula and the maximal volume of the training load for the pupils of pre-school institutions.

According to state acts and normative-legal documents, the main PSEI objectives are child life protection and health strengthening, as well as provision of intellectual, personal and physical child development, including child preparation to school.

PSEI can be governmental and non-governmental irregardless of their organizational-legal forms and subordination. Resolution #6/4 issued on 07.07.2000 of the MO of the RT approved Provision on pre-school educational institution of a family and private type providing the normative-legal ground for the establishment and functioning of private and family kindergartens/schools.

The Law of the Republic of Tajikistan “On Education” provides a legal basis for child rights to state support in receiving educational programs. Article 16 of the Law of the Republic of Tajikistan “On Education” states that pre-school care is the first level of the national educational system; children of school age have the right to education along with children of pre-school age.

In 2004, the Law of the Republic of Tajikistan “On Education” legalized compulsory pre-school education of children aged 5-7 not covered y PSEI. As a follow up, in 2005, the Government of the RT issued a Resolution according to which local executive bodies (khukumats) must take measures aimed at the creation of pre-school classes within general education schools. At present a new pre-school groups and classes curriculum is under development in the country.

In 2005, the Republic of Tajikistan issued the National Education Development Strategy (2006-2015); its integral part is the first educational level, i.e. pre-school education. The document provides calculation of the main funding needs in the sphere of pre-school education and plans the growth of the state funding of pre-school education along with the growing educational budget in general; it is envisaged to develop and implement a program aimed at the attraction of foreign investments.

Following are the events aimed at the reformation and development of this educational level:

- improvement of infrastructure through the construction of new buildings and reconstruction of old PSEI;

- development of training and methodological materials for teachers, parents and their integration in life;
- establishment of advanced training courses for pre-school institutions' management, as well as primary re-training courses for teachers of pre-school institutions and permanent training course for PSEI staff – 240 new vacancies will be created annually;
- annual creation of additional places in pre-school institutions in primary schools and pre-school facilities to contribute to the establishment of the pre-school education system.

In order to implement the main objectives of the pre-school system reform, the Government adopted the State program of pre-school education development system of the Republic of Tajikistan for 2006-2010.

The Program pays the priority attention to the solution of problems related to investing in pre-school education, increased access to pre-school programs and the involvement of children with limited capacities and children from low-income families in educational process, as well as the development of pre-school education mechanism for children aged 5-6, strengthen coordination and cooperation with different local institutions with the purpose to establish kindergartens in rural area with community participation.

It is envisaged to ensure the variability of contents, forms and methods of pre-school care in kindergartens, creation of alternative services for parents and children, etc.

BOX 1

State program of pre-school education development system of the Republic of Tajikistan for 2006-2010

Program goal and objectives

Goal: Restoration of the pre-school education system, improved quality of education and care in pre-school institutions in compliance with the Law of the RT "On Education" (2004)

Objectives of the pre-school education in the RT:

- *Development of pre-school care and improved quality of child preparation to school*
- *Strengthening of the legal base in the system of pre-school care*
- *Increased awareness of the need to improve the knowledge of the state language, as well as the Russian and English languages*
- *Improved quality of training highly-qualified staff for pre-school institutions*
- *Strengthened material-technical base and social base of pre-school institutions*
- *Provision the pre-school educational process with training, scientific, and methodological manuals*
- *Cooperation with non-governmental organizations aimed at the increased level of parents' awareness*

3.2.1.3 Structures responsible for the Goal implementation management, control, and coordination

In the Ministry of Education of the Republic of Tajikistan, responsibility for the implementation of Goal 1 lies with the Department of Pre-School and General Secondary Education and the working thematic group on Early Child Development consisting of eight people and established upon Decree #242 issued by Minister of Education of the Republic of Tajikistan on 16.03.2006.

3.2.1.4 Funding sources for the Goal implementation

In Tajikistan, the problem of funding pre-school educational programs and institutions remains rather acute. The main funding sources include the state budget and budgets of local executive committees. The state PSEI receive immediate funding from local authorities. Regional executive committees approve of the budget and the development program of educational organizations.

As shown in Table 13, despite the fact that total expenditures on pre-school education from 2000 to 2005 had been constantly increasing their ratio within the total expenditures on education system had decreased. If in 2000 they constituted 5.7%, in 2005 it was only 3.9%.

Table 13 State expenditures on pre-school education in the Republic of Tajikistan³⁴ (in %)

	2000 г.	2001 г.	2002 г.	2003 г.	2004 г.	2005 г.
Expenditures in \$ million	1,0	1,1	1,3	1,6	2,3	3,2
Share of expenditures on pre-school education within the total expenditures on education system	5,7	5,0	4,6	4,4	3,9	3,9

During the whole period of transition, educational sphere, including the sphere of pre-school education, received assistance provided by many donor agencies, such as the World Bank (WB), Asian Development Bank (ADB), UNICEF, USAID, UNESCO, Islamic Development Bank, Aga Khan Foundation, German Agency for Technical Cooperation (GTZ), Open Society Institute – Soros Foundation, and others.

A lot of attention to educational issues through consultancy assistance is given by UNESCO. Thus, in 2004, with the support of the UNESCO Cluster Bureau in Almaty and financial donor support of the Japanese Target Fund in cooperation with the National Commission of the RT on UNESCO, the Ministry of Education of the RT implemented the “Pre-school care and education in the RT Project”. The UNESCO Cluster Bureau in Almaty took efforts aimed at attracting the donor attention to the assistance required by the Ministry of Education of the RT in the sphere of pre-school education. These efforts resulted in the support of the “Problems of early child development in the RT” Project.

2000-2005 were the years of a Cooperation Program implementation between the Government of the RT and UNICEF. In 2000, the Early Child Development Program was launched (ECD). To implement the program objectives, the MO of the RT established a special consultative group. The program consists of two projects: Improved Parental Skills and Pre-School Preparation aimed at care, survival, upbringing and education of children aged 0-8. The Ministry of Education in cooperation with the United Nations Children’s Funds (UNICEF) established a working group for the development of pre-school education standards.

The National Strategy in the sector of education envisages a gradual increase of allocations to pre-school education. The strategy calculated the needs in pre-school education funding.

The resource package for pre-school education is obviously insufficient for covering the expenditures required for the reform and development and, consequently, for covering relevant services envisaged by the NEDS. However, there exists the capacity for the provision of basic services and the solution of pre-school education sector problems aimed at their availability for the majority of the population and improved conditions. It is expected that the state funding of pre-school education will grow along with the increased budget of educational sector in general. There is a reserve of paid services and the creation of private pre-school institutions as it is envisaged by the NEDS and other government strategies for this educational level. The amount of donor assistance provided for this category of education has been minimal up to now. However, without the donor assistance it is not possible to cover the expected funding gap³⁵ (see Table 14).

**Table 14 Needs of pre-school education funding
In \$ million**

	2006	2007	2008	2009	2010
Current expenditures	3,35	3,66	3,90	4,15	4,41
Capital expenditures	0,05	0,05	0,04	0,05	0,05
Total needs	3,40	3,71	3,94	4,20	4,46
Other NEDS expenses on reforms and development	0,56	5,55	5,60	5,73	3,58
Total needs Of pre-school education	3,95	9,26	9,54	9,93	8,04
Total funding gap	0,56	5,55	5,60	5,73	3,58

³⁴ Calculated based on Annex 10: Expenditures by levels of education; National Education Development Strategy of the Republic of Tajikistan (2006-2010)

³⁵ National Education Development Strategy of the Republic of Tajikistan (2006-2010), Part 4.45: Financial resource structure

3.2.2 Analysis of the EFA Goal achievement results

a. Measuring the gap between planned and actual implementation indicators – problem identification

According to NEDS, by 2010, it is envisaged to increase child coverage by PSEI to 10% of the total number of children of respective age and by pre-school education to 40%.

However, statistical data show that from 2000 to 2005 the number of PSEI had reduced. If in 2000 there were 502 PSEI, in 2005 there were 486 functioning kindergartens and nurseries. At the same time, the number of children in them increased from 57,812 to 61,910 children.

Table 15 Number of pre-school institutions in the Republic of Tajikistan and the number of children in them ³⁶ (by the end of the year)

Years	Number of institutions			Number of children		
	total	In urban area	In rural area	bcero	In urban area	In rural area
1991	944	553	391	141496	106807	34689
2000	502	378	124	53409	44134	9275
2001	501	375	126	57812	48468	9344
2002	496	367	129	59763	48894	10869
2003	494	354	140	62950	52038	10912
2004	492	355	137	61893	51635	10258
2005	486	346	140	61910	52064	9846

The consequences of the civil war and the society transformation made an immediate impact on rural infrastructure. If in urban area the number of pre-school education institutions from 1991 to 2005 reduced by 1.6 times, in rural area it reduced by almost three times.

All this influenced the child coverage by pre-school education institutions. At the same time, the mid-term review period was characterized by a positive trend – gradual increase of children of early age covered by education and care programs. The gross ratio of coverage within early child (3-6 years old) education and care programs increased from 7.9 in 2000 to 9.2 in 2006. Nevertheless, this indicator remains rather low. Thus, Tajikistan demonstrates a low level of capacity in the provision of education and care programs for this age group of children (see Annex 4).

Table 17 Gross ratio of early child education and care program coverage (3-6 years old) in Tajikistan

Year	Total	Boys	Girls	Gender parity index
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³⁶ State Statistics Committee of the RT: Education in the Republic of Tajikistan; Statistical digest, Dushanbe, 2006, p.7

1999	7,9	8,9	6,8	0,76
2000	7,4	8,0	6,8	0,85
2001	7,8	8,4	7,1	0,85
2002	8,5	9,0	8,0	0,89
2003	8,9	9,1	8,6	0,94
2004	9,4	9,8	9,1	0,93
2005	9,3	9,8	8,9	0,91
2006	9,2	9,7	8,6	0,88

Thus, overall of 93-94% of children in the country enroll to school without preliminary preparation and required skills.

In compliance with the NEDS and with the purpose of expanding the early child coverage, they started to create groups and classes of pre-school education. The number of pre-school groups and classes in general education schools in the RT reached 1,562.

To provide state support to orphans and children in institutions, there are 11 orphanages in the RT. They provide care and education to 643 children aged 4-7. Under the auspices of the Ministry of Health there are two orphanages for 156 children aged 0-14.

b. *Results demonstrating the quality and equal access to education*

The problem of the quality of early child education and upbringing is rather topical because neither material-technical base of PSEI not the content of pre-school education meets contemporary requirements of child preparation to school. Results of the 2002 national monitoring of education achievements in primary schools show that one of the main reasons behind the decreased quality indicators of primary school education is poor preparedness of children to school.

In pre-school institutions of the Republic of Tajikistan, education and upbringing of children of pre-school age is based on the “Rohnamoi Murabbi” Program (2002) which is the government document compulsory for implementation by each teacher. This program includes the issues of upbringing, education, and development of children from 2 months to 7 years of age. However, there is still no developed standard of pre-school education as well as pre-school education curricula, etc.

The main trend of updated pre-school education content should be a transfer to optional and alternative programs of different variety. This will make it possible to fully meet parents’ requirements and make a maximal use of PSEI staff capacity.

It is important to introduce new approaches to education and care of children with limited capacities. Education and care in specialized schools is still implemented in accordance with old programs. There are no programs for this target group in the state language.

In the past years, under the framework of cooperation between the Ministry of Education of the Republic of Tajikistan with different international organizations and NGOs, programs are implemented aimed at the support and comprehensive early child development. There are new functioning systems, such as school-kindergarten, alternative models of pre-schools institutions: gymnasiums, pre-school education centers, home nurseries, child development centers opened at the initiative of governmental or private persons and community organizations. However, they are very few. Democratization and modernization of education determined the need for the improved education and care which requires integration in the educational process of efficient educational innovative technologies, such as, e.g., “Step by Step” Program.

In Tajikistan, the “Step by Step” program of Soros Foundation was launched in 2002. Integration of this program aimed at early child development and based on community participation is carried out in 50 groups of 18 child pre-school institutions covering the total of 1,500 children in the country.

The “Step by Step” program provided training in new social technologies to 74 kindergarten teachers and head-masters.

The “Healthy Life Styles” program for 1,090 children is under implementation in the PSEI in the city of Khorog, in Shugnan, Ishkashim, and Rushan districts by Aga Khan Foundation.

UNESCO helped develop and print eight different methodological manuals for parents and pedagogical staff of PSEI. Since July 2006, a new project on the “Inclusive education in PSEI of the city of Dushanbe” has been implemented with the following main objectives:

- increased system of socio-pedagogical assistance to children with special needs and creating conditions promoting early socialization and integration in peer environment and providing access to pre-school education contributing to child development;
- elaboration of methodological materials, didactic manuals, provision of training videos, toys, audio-video equipment, and other necessary auxiliary means (walkers, baby carriages, chairs, cups).

Two interactive groups were opened in kindergarten #151 where 14 children with special needs in physical, mental, and speech development have an opportunity to develop and study together with ordinary children.

These groups are visited by specialists in therapeutic pedagogy who conduct correction training. Twice a week children have classes conducted by the local speech therapist. Parents whose children attend these interactive groups take an active part in groups’ life and help teachers as their assistants. Children have supportive classes in aromatherapy, music therapy and psychology in the “sensor” room. Children are taken to excursions, trips, and go to the theater.

c. Identification of problem areas (coverage, drop-out, vulnerable groups, disparity in social and gender equality, etc.)

The access of boys and girls is still unequal at the first level of education. This is proved by such indicators as gross and net coverage ratio in early child development program of education and care (3-6 years old). In 2006, the gender parity indicator constituted 0.88 and not in girls’ favor.

In the background of the low coverage by early child development and care programs in the republic, the issue of an equal access to education of children from poor families, limited capacities, etc. is even more acute.

To a large extent, this work is implemented with the direct support of many international organizations and local NGOs providing assistance to specialized republican institutions through educating parents in nursing disabled children, consultancy, training of social workers, and financial support of institutions.

Under the complex economic conditions in the republic, social assistance to families with disabled children is limited. The narrow network of child specialized institutions, rehabilitation of children with the infantile cerebral paralysis (ICP) and with the reduced level of hearing and eyesight creates substantial problems for parents of disabled children or children suffering from chronic diseases. This problem is especially acute in rural areas. The long distance to specialized institutions restricts availability of education.

It is obvious that children with special needs found themselves in an unfavorable position regarding their access to education. The UN Convention on Child Rights emphasizes that these children should have a real opportunity to receive education which will result in a full, as far as possible, involvement of a child into social life and personality development.

In the republic, the working approach to children with mental and physical deficiencies is mostly of a “medical” character. Children with mental and physical deficiencies are isolated in special boarding-schools. Their living conditions are so poor that very often they inflict more harm than bring benefit to children. Such an approach, on the one hand, proves that regular PSEI and

schools – as part of the education system – failed to create conditions for children with alternative needs.

On the other hand, there are still no alternative approaches to education in the republic where the emphasis would be made on living conditions and environment.

One of the main reasons behind the drawbacks in diagnostics, registration, and assistance to children with special needs in the Republic of Tajikistan is the institutional dissociation of the Ministry of Education, Health and Social Security of the Population.

Health and nutrition problems of small children

Ensuring psychological and mental development of children requires a holistic approach to early child education and care built on the interaction and integration of education, health, and nutrition issues. All this makes the need for the development of a multi-sector approach to early child development quite urgent, including the joint efforts of the educational and health care systems. However, the solution of this problem constantly meets with institutional barriers. Results of the Multi-Indicator Cluster Survey held in Tajikistan in 2000 and 2005 by the State Statistics Committee in cooperation with the state structures with the support of UNICEF demonstrate the need for the elaboration and implementation of the multi-sector early child development policy, adoption of more effective measures aimed at early child development.³⁷

The status of child nutrition is the reflection of the general child health status. When children have access to adequate nutrition, do not suffer from chronic diseases and are well-attended, they tend to use their age potential and are considered well development.

Population with no nutrition problems demonstrates normal distributions of height and weight within the 0-5 child group.

In Tajikistan, reduced weight (medium and expressed) weight is characteristic for 17% of children. About 4% of children under five suffer from the expressed weight deficit. Almost 27% of children are stunted or too small for their age and 9% of children fall behind their height. Seven percent suffer from malnutrition or are too thin for their height. According to estimation, about 4% of children under five suffer from overweight.

The highest level of weight deficit has been registered in Khatlon Region and GBAO and the lowest – in Dushanbe. The same concerns height deficits. It has been registered that children whose mothers have higher education seldom suffer from weight and height deficit compared to children whose mothers have no education or have primary or incomplete secondary education or a low level of education.

On the whole, 11% of children in the country aged 12-59 months suffer from the general acute malnutrition. The highest level of acute malnutrition has been registered in Khatlon Region (14%). Children from the poorest quintile (13%) more often suffer from acute malnutrition than children from the richest quintile (10%).

Another acute problem is the child iodine deficiency. Disturbances caused by the iodine deficiency (ID) are among the main reasons behind the preventable mental handicap and the psychomotor development arrest of small children. In its severe form, iodine deficiency may cause cretinism. It increases the risk of still birth and miscarriages among pregnant women. Iodine deficiency is most often manifested in the form of goiter. ID is the main reasons behind the mental deficiency and development responsible for the poor performance at school, reduced mental capacities and disturbed working skills.

The spread of endemic goiter – the key marker of ID – had increased in Tajikistan, according to official data, from 1.14 per 1,000 populations in 1997 to 2.15 in 2002. Examination of the population showed a substantial number of people suffering from goiter: 45-82% in different regions among children and 60% among women of reproductive age (MOH, 2003). The joint efforts of the Government and donors in the solution of the ID problem are reflected in the

³⁷ Further references to MICS; See Multi-Indicator Cluster Survey 2005; Preliminary report, October 2006, p.19-21, 22-23

National Program on the Elimination of the ID developed in 1997. The Program envisages the achievement of the total salt iodization to the level of 45 ppm. Law #344 “On salt iodization” adopted in 2002 regulates the production, dissemination and consumption of iodized salt in the country. Development of a national standard on salt iodization and mobilization of efforts of salt producers, as well as national activities are aimed at changing the situation with regard to iodine consumption measured by the ration of population consuming iodized salt. According to MICS 2000, this indicator was very low and constituted 20%.

The use of iodized salt turned out to be the highest in Sogd Region (75%) and the lowest in Khatlon Region (27%). 59% of urban households use adequately iodized salt compared to 40% in rural areas. The use of iodized salt was almost twice as higher in the richest population quintile (63%) compared to the poorest quintile (31%).

Results of the indicator analysis make the problem of social partnership development even more urgent, including health care and educational institutions, families, and local communities in the sphere of early child development.

d. Identification of disparity in receiving high-quality education, by regions and social groups

The analysis of child coverage by pre-school institutions proves the regional disparity in child access to ECD programs.

Child coverage by PSEI in different country regions is different. E.g., if in Dushanbe child coverage by PSEI is 16.5%, in Sogd Region it is 6.3%, in Khatlon Region – 2.4%, in the Regions of Republican Subordination – 2.1%, and in Gorno-Badakhshan Autonomous Region – 4%.

Inside the regions, there is a considerable difference in coverage of rural and urban children by PSEI. According to Table 17, it is clear that if in Khatlon Region 12.2% of urban children are covered by PSEI, for rural children this figure is only 0.3%; in RRS it is 16.3% and 0.5%, and in Sogd Region – 21.9% and 3% respectively.

Table 18 Child coverage (0-6) by PSEI, by regions, urban and rural areas

Region	2000		2001		2002		2003		2004		2005	
	urban	rural										
GBAO	23,6	2,1	27,4	2,1	26,0	2,6	27,6	2,8	27,4	2,7	23,9	3,0
Sogd	16,8	2,5	18,9	2,6	19,3	2,9	20,9	3,0	21,5	2,8	21,9	2,8
Khatlon	10,5	0,3	12,8	0,3	13,8	0,4	14,2	0,4	13,1	0,4	12,2	0,3
Dushanbe	17,3		17,3		17,2		19,1		18,8		19,5	
RRS	16,7	0,4	17,7	0,4	15,4	0,5	17,1	0,5	15,9	0,5	16,3	0,5

Source: Ministry of Education of the Republic of Tajikistan

e. Existing challenges and risk factors

The main problems of early child education and development in Tajikistan are as follows:

- absence of an overall and integrated policy of early child development; lack of inter-agency coordination of impact measures;
- insufficient funding and low level of material-technical provision;
- obsolete content and methodology of pre-school education; lack of a state standard and optimal models of pre-school education of children;
- deficit of qualified pedagogical cadre and the inadequacy of pedagogical staff training to modern requirements in early child development;
- low coverage of small children by pre-school institutions;
- disparity in pre-school education and care in urban and rural areas;
- poor implementation of social partnership models in the involvement of parents and local communities and NGOs in education and care processes within PSEI.

One of the main reasons of the complicated situation in early child development is the low funding and reduced allocations to pre-school institutions from local budgets.

Out of 486 PSEI, only 35-40% has their own buildings and 60% are located in tailored premises. A considerable number of institutions requires capital repair. Most PSEI, especially in rural area, do not meet sanitary requirements. E.g., 25.9% PSEI lack piped water; 56.8% - lack central heating and 45.3% - canalization. Due to the lack of necessary funding, PSEI are not properly maintained and no new buildings are constructed.

The funding deficit results in:

- acute need of PSEI in qualified pedagogical cadre;
- poor implementation of ECD;
- poor organization of living conditions and conditions for personality development of each child;
- insufficient nutrition in PSEI (2.5 somoni per child, according to the state budget);
- poor medical care of children;
- non-compliance with the sanitary-hygiene requirements, absence of canalization, water-supply, heating;
- unavailability of ECD for low-income families;
- low level of child preparedness to school education.

According to the national legislative acts, PSEI buildings are not for sale or privatization. However, in the past 10 years, several PSEI have been closed: 12 in Khatlon Region, 8 in Sogd Region, 15 in Dushanbe and 18 in the Regions of Republican Subordination.

The imperfection of the normative-legal base does not promote alternative forms of pre-school institutions. Private and family pre-school facilities appear and develop very slowly.

Yet another acute problem is the lack of qualified pedagogical cadre in PSEI. Specialists in pre-school education are trained by national pedagogical universities and colleges. In three pedagogical universities and two colleges there are 948 students trained in the specialty (pre-school) "Pedagogy and Psychology". Annually, 140 student graduate from the Pedagogical Faculty yet only 8-10% work according to their specialty.³⁸

As shown in Table 19, each year the number of teachers in PSEI is going down and the workload per teacher is going up. If in 2000, the student-teacher ratio was at the level of 10.4, in 2006 it already was at the level of 13.1.

Table 19 Number of pedagogical staff and student-teacher ratio in pre-school institutions of Tajikistan, by years³⁹

Year	Number of teachers	Student-teacher ratio
1999	5 186	10,8
2000	4 957	10,4
2001	4 793	11,1
2002	4 643	12,5
2003	4 441	13,5
2004	4 588	13,7
2005	4 475	13,8
2006	4 722	13,1

In 2006, there were 4,722 teachers in PSEI. The education analysis of pedagogical staff annually reflects the reduction of pedagogical cadre with higher and secondary pedagogical education and the growing number of teachers with general secondary education.

³⁸ State program of pre-school development in the Republic of Tajikistan for 2006-2010; Normative-legal acts of educational system; Supplement to the Magazine "School and Society", 2006, #1, p.44

³⁹ Data of the SSC of the Republic of Tajikistan

Table 20 provides illustration of this negative trend. If in 2000 teachers with higher and secondary special education constituted 74.6%, in 2004 it was only 70.6%.

Table 20 Education of pedagogical staff in pre-school institutions (in %) ⁴⁰ by the end of the year

Year	Higher education	Incomplete higher education	Secondary pedagogical	General secondary
1991	22,8	4,1	52,2	20,9
2000	28,3	6,3	40,0	25,4
2001	25,7	5,6	42,8	25,9
2002	24,5	4,5	41,4	29,6
2003	24,1	5,0	43,0	27,9
2004	24,7	4,9	41,0	29,4
2005	24,7	6,3	39,4	29,6

The coverage ratio of PSEI pedagogical staff by advanced training courses (ATC) is also very low. Table 21 shows that of the total number of pedagogical staff in 2004-2005 only 1.6% of teachers attended the ATC. In GBAO and Dushanbe, the percentage of pedagogical staff covered by the ATC is a bit higher. In Khatlon Region, the ATC for PSEI specialists have not been lately held.

Table 21 Coverage of PSEI teachers by advanced training courses

№	Region	Total number of teachers	Number of pedagogical staff who attended the ATC	% of pedagogical staff covered by the ATC
1	GBAO	150	88	50,6
2	Sogd Region	1632	171	10,4
3	Khatlon Region	800	-	0
4	Dushanbe	746	116	15,5
5	RRS	412	24	5,8
	Total in the RT	3740	339	1,6

Source: PNIKIPO

According to the Ministry of Education, only 10% of training specialists of 53 district units have specialized pre-school education. In many district education departments, due to the limited number of PSEI, there are no specialists in pre-school education at all.

Also low is the provision of pedagogical staff with education-methodological materials (only 30-35% of pedagogical staff in PSEI has these materials). Development and printing of education-methodological materials is planned by the Program of pre-school education development; however, up to now there is no mechanism of the Program implementation.

Social studies and regional surveys show that national PSEI need methodological manuals in literacy education, natural sciences, PƏMI, physical training and musical education.

In the period of transition to new socio-economic relations, of special significance is cooperation and coordination of activities between different social institutes: family, pre-school institutions, schools and communities.

The need for cooperation of all social institutes is based on:

- solidarity of goals and objectives of education and care aimed at child development and formation of child personality;
- low coverage of children by PSEI;

⁴⁰ See Statistical digest: Education in the Republic of Tajikistan – Dushanbe, 2006, p.15

- need to improve the family pedagogical culture and attract the attention of parents to child education;
- poor parents' preparedness to early child development and their readiness to school education.

Success stories in the Goal achievement

One of success stories relating to the introduction of innovative technologies in child education and care is the “Step by Step” Program implementation.

The “Step by Step” Program was launched in Tajikistan in September 2002 with the support of the OSI and USAID, and since 2003 – with the support of the USAID/PEAKS project.

The Program works in the following four areas:

- involvement of children and their families in early child development programs promoting the formation of democratic consciousness;
- introduction of child-oriented programs, early child development programs based on community participation in pre-school and school activities;
- introduction of early child development programs in, minimum, five areas of Tajikistan;
- training of professional staff in early child development (teachers and administrators of pre-school institutions, primary school, university chairs, and experts of the Ministry of Education of the RT).

<p>BOX</p> <p>Main objectives of the “Step by Step” Program</p> <p><i>Step by Ste” is an education reform program designed for children under 10. It introduces child-oriented educational methods and supports community and family participation in the work of pre-school institutions and primary school. The program objective is to introduce and develop democratic ideas and principles among small children and their families. Methods used encourage children to make their choice and take responsibility for decisions taken, use a creative approach for the expression of their ideas, help each other, develop and use critical thinking skills. Parents take an active part in education of their children. The program supports rights of all children to quality education and specific education materials.</i></p> <p><i>The philosophy of the “Step by Step” child-oriented Program is based on the works of well-known pedagogical specialists and psychologists E. Erickson, G. Piage, and L. Vygotsky. The “Step by Step” Program was developed by the team of the Child Development Center of Georgetown University (Washington).It is important to point out that the program does not replace national educational standards yet allows using innovative methods in the work with children and their parents and is aimed at democratization of the education process. The program includes three levels: pre-school institutions, primary school, and higher education (pedagogical universities and colleges, advanced training institutions for teachers through the introduction of special courses on “Step by Step” Program.</i></p>
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3.2.3 Recommendations for the correction of the goal achievement plan

4. Identification of priority areas

To achieve EFA Goal One, it is necessary to focus attention on the following areas:

1. expanded “coverage of small children by education programs through the development of non-governmental and private institutions, creation of new low-cost forms of pre-school education, such as:
 - day-care groups in kindergartens;
 - creation of groups or pre-school mini-centers at schools;
 - creation of day-care groups based in the house of a pre-school teachers;

- restoration of seasonal kindergartens in rural area.
- 2. modernization of the pedagogical staff training system and improved quality of advanced training;
- 3. improved quality of education and early child care through the introduction of new technologies, local community and family participation.

5. Action plan on the implementation of objectives till 2015 with the focus on non-covered population groups

The NEDS contains a detailed mid-term plan of education system development for 2006-2010.

It envisages the development of the state pre-school education standard and a Pre-school Education Concept, creation of state low-cost pre-school education and care models based on temporary (2-4 hours) attendance in PSEI, as well as the implementation of a fund-raising mechanism. It is also planned to revise normative acts on child life and health care in all types of PSEI, including specialized institutions for children with special needs.

For pre-school education, it envisaged to elaborate programs aimed at the development of a network of non-governmental PSEI, a normative-legal base for the creation of non-governmental and private institutions. With regard to equal access, it is envisaged to increase the child coverage by PSEI to 10% of the total number of children of the same age and to increase the pre-school coverage to 40% by 2010. It is also planned to create new pre-school classes at schools with the coverage of 500 children and pre-school groups in PSEI with the coverage of 240 children.

To improve the quality of education and care, it is planned to develop and approve measures aimed at the gradual integration of children with special needs in ordinary PSEI, establishment of pre-school centers of different profiles (health and physical culture, humanities, esthetic, educational for parents who have children with limited capacities).

There are plans to review and develop mechanisms for financial and moral incentives, increase the social status of PSEI teachers and to implement the state program envisaging the participation of local authorities and communities in the organization of seasonal kindergartens in rural area. It is also planned to carry out a phased salary increase of PSEI staff to the level of primary school teachers in general education schools. This implies the development of mechanisms and a normative-legal base for the state funding of pre-school child education at the age of 5-6 on the basis of general schools, annual advanced training of 670 pedagogical staff of PSEI and re-training and advanced training of 125 teachers in pre-school education.

Considering the complicated PSEI situation in rural areas, lack of funding and reduced access of children to pre-school programs, it is envisaged to strengthen the legal base, increase access to pre-school education for, at least, 20% of children of pre-school age in rural areas, publish additional methodological material to help parents prepare their children to school, build regular kindergartens and “school – kindergarten” facilities.

Goal 2 Guarantee that by 2015 all children, especially girls, children in difficult situations and children of national minorities will have access and opportunity to finish free and compulsory primary education of a high quality

5.1.1.1. Description of the EFA Goal and specific national objectives

One of the biggest achievements of the Soviet regime was a comprehensive coverage of children of school age by primary education and a high percentage of secondary education coverage. Consequences of the civil war and the economic crisis in Tajikistan in the post-war period made an immediate impact on the access to school education and its quality. At the same time, the education development strategy of the RT is oriented at the 100% coverage of children by primary education and - in perspective – by 2015, at the full coverage by base education

(grades 1-9). The main trends of the education system reform are aimed at the increased quality of education at all levels and overcoming of gender inequity.

Objectives for Tajikistan:

1. Ensure 100% coverage of children of school age by high-quality primary education, including vulnerable groups
2. Eliminate, by 2015, gender inequity in the sphere of primary and secondary education
3. Achieve, by 2015, a full coverage by base education (grades 1-9)

According to Article 12 of the Law of the RT “On Education”, enrollment of seven year old children to grade one of primary school is compulsory. Besides, the Constitution of the Republic of Tajikistan and the Law of the RT “On Education” guarantee all citizens free general base (nine grades) education.

In order to increase school attendance by children from poor and low-income families, the Government of the Republic of Tajikistan introduced quarterly monetary compensation in the amount of 6 somoni per each learning child⁴¹. In the last two years, 20% or about 332,000 students of general education schools aged from 7 to 15 received this assistance. The payment mechanism of this allowance (compensation) is defined by school committees.

Law of the RT “On Education”

Article 6 State guarantees of citizens’ rights

Citizens of the Republic of Tajikistan, irregardless of their ethnicity, race, gender, language, religious beliefs, political position, social and property status are guaranteed the right to education. Restriction of professional education of citizens with regard to gender, age, health status, previous conviction and other reasons is exercised only on the basis of requirements established by the legislation of the Republic of Tajikistan. The state guarantees general base compulsory free education in governmental educational institutions.

General policy: legislation, normative-legal base, programs, including those on vulnerable groups

Since 2000 to 2005, the Government of the Republic of Tajikistan adopted important legislative and legal documents which determine the state policy in the sphere of education in general and base secondary education in particular. Adopted documents are aimed at the revision of the education content, achievement of an equal access to education, solution of gender problems, increased quality of education, poverty alleviation through the increased educational level of the population (the list of all existing Laws and resolutions issued by the Government of the RT is presented in section 2.1).

In order to effectively develop the system of education in the Republic of Tajikistan, on June 30, 2004, the Government of the Republic of Tajikistan adopted Resolution #291 “On the implementation of the education system reform for 2004-2009”.

To conduct a reform in the system of base secondary education aimed at the improved level of teaching, increased number of qualified staff at schools and provision of modern information technologies, on December 31, 2002, the National Government adopted and endorsed the

⁴¹ Government of the Republic of Tajikistan, Resolution # 565, December 2001

“Computerization Program of base and secondary schools of the RT” with the total budget of \$27 million (see Annex 5).

To carry out this program, the Government must cover 13% of expenses with the rest 87% to be covered by donor grant funding. By October 2004, computers were installed in about 54% of base and secondary schools of the republic.⁴²

On December 2, 2003, the Government endorsed (#508) the “State program of the improvement of teaching the Russian and English languages in the Republic of Tajikistan for 2004-2014”. This project implementation foresees expenses in the amount of \$1.3 million of which 41.5% (\$550,200) will be covered by the state budget. The rest 58.5% of the project funds are planned to be covered by extra-budgetary sources and external investment.

In 2002 the Education for All Fast Track Initiative (EFA FTI) was launched with the participation of over 20 bilateral and multilateral donor organizations and UN agencies. The EFA FTI supports national Millennium Development Goals (MDG) aimed at covering all children by primary education by 2015. In November 2003, partner donor agencies founded the Catalytic Fund (CF) which provides grant funding to low-income countries in transition in educational sector. The World Bank runs this Fund on behalf of EFA FTI partners.

In December 2005, the Strategic Committee of the Catalytic Fund approved of the grant in the amount of \$9.2 million for the implementation of the National Education Development Strategy in Tajikistan in 2006.

To increase the quality of training of pedagogical cadre, Resolution #425 of the Government of the Republic of Tajikistan issued on November 1, 2004, adopted the State training program of pedagogical cadre for 2005-2010.

Funding sources of the Goal implementation

The main funding sources for EFA 2 Goal implementation are the state budget and budgets of local khukumats.

Total expenditures in the sphere of general secondary education in the educational system are the biggest. Funding of total expenditures on general education (grades 1-11) since 2000 increased by over four times and reached 70% of all budget expenditures for 2005 (see Table 23).

Table 23 State expenditures in the sphere general secondary education (grades 1-11) in the Republic of Tajikistan⁴³

	2000	2001	2002	2003	2004	2005
Expenditures in USD million	13,4	16,7	21,8	28,8	42,2	57,2
Share of expenses within total expenditures in the system of education (%)	76,6	75,9	76,8	78,7	71,9	69,5

The mid-term review of general secondary education expenditures showed that they had increased, including in percentage to GDP. If in 2000 expenses constituted 1.78% of the GDP, in 2005 they constituted 2.4%.⁴⁴

The NEDS reflects the total funding needs in the system of general secondary education till 2010 with regard to MDG achievement - \$615.83 million⁴⁵ (See Annex 6).

⁴² Report of the Ministry of Education for 9 months of 2004

⁴³ Calculated on the basis of Annex 10: Expenses by educational levels; National Education Development Strategy of the Republic of Tajikistan (2006-2010).

⁴⁴ See Annex 13 to the NEDS: Expenses by educational levels in percentage to GDP

⁴⁵ See NEDS, Part 4: Financial resource structure

Assessment of current expenses includes remuneration of teaching and support staff (including the salary increase determined by the decree), training and advanced training courses, administrative costs, textbook expenses, communal services and technical maintenance, scholarships for reduced inequity in the access to education, school meals program and students' performance appraisal. Capital expenses include school maintenance and construction, material-technical equipment (equipment and materials), individual latrines for boys and girls, water supply and heating systems.

The lack of funds in education sector mostly relates to general education funding. These sums are substantially increasing due to the low primary level which is the starting point of this educational category, as well as to piling up current and capital expenses. In reality, they have been resolved by the Government and donor agencies only in the last two years (2004-2005) which is proved by an increased donor funding and additional funds on reforms and development (mostly, on capital expenses) allocated by the Government. As before, today most of donor funds donated by the World Food Program are used for the school meals program. Since more and more state and donor resources are being streamed on reforms and development, in the next five years we can expect a bigger impact on general education indicators. Despite all this, the problem of reducing the financial gap caused by real and necessary expenses remains relevant. According to the MDP model assessment, the gap will be increasing till 2015. This increase is connected not only with the pending needs in reforms and development but also with the growing number of students.⁴⁶

Analysis of the EFA Goal achievement results

Statistical data shows that since 2000 to 2005, the number of children covered by primary school and general base education is growing.

By international standards, the total level of access in the country to primary education reflects the gross enrollment ratio. As is obvious from Table 25, since 2000 to 2005, this indicator increased from 98.1 to 101.3. At that, for boys this indicator exceeded 100% and for girls remained at the level lower than 100%. The Gender indicator index had practically remained at the same level which states the same unequal access of girls to primary education.

Table 25 Gross ratio of primary school enrollment in Tajikistan

Year	Total	Men	Women	Gender parity index
1999	98,1	100,8	95,4	0,95
2000	98,2	101,8	94,5	0,93
2001	96,6	100,2	93,0	0,93
2002	97,6	99,8	95,4	0,96
2003	99,7	102,0	97,4	0,95
2004	99,9	102,2	97,5	0,95
2005	101,2	103,2	99,2	0,96
2006	101,3	103,8	98,7	0,95

More exact estimation of the accessibility of primary education is possible with the use of another indicator – net ratio of primary school enrollment since it shows the number of primary school students compared with the number of children of the same age group and leaves out children who are younger or older than the children of this formal age group.

Unfortunately, this indicator shows a narrower coverage by primary education – 98.3 (See Annex 7).

⁴⁶ See NEDS, Part 4: Financial resource structure

Accessibility of school system and the quality of provided services are also reflected by such an indicator as the level of attendance. The Life Standard Survey in Tajikistan (LSST) of 2003 showed that secondary school attendance constituted 88%. The poverty assessment proved that in 2003, both in urban areas, non-attendance of boys after grade 4 increased by 6% and that of girls – by 18% compared with 4% and 7% respectively in rural areas.⁴⁷

The survey results show that the gender gap in school attendance had increased and in 2003 the number of girls who dropped out of school in rural areas was twice as high as the number of boys and in urban areas this indicator was three times as high⁴⁸. Gender imbalance increases especially in senior classes of secondary school where girls’ attendance reduced from 49% in 1991 to 38% in 2001.

There are several reasons the combination of which results in reduced attendance, especially among girls. One of the main reasons is the increased number of poor people; often families cannot afford clothes, footwear, textbooks, etc. although base education is free. A sharp deterioration of school buildings’ condition combined with a lack of heating, school furniture and electricity are among factors preventing from school attendance by children. Surveys show that the absence of heating in winter time makes a substantial impact on school attendance. As mentioned in the PRSP, 1,845 schools (around 56% of all education institutions in the country) lack heating systems. All these schools are in rural areas.

The recent survey conducted by the IOM and NGO “Pulse” showed that over 72% of children participated in the cotton-picking campaign in 2003 working from 30 to 60 days in an academic year. Students’ participation in the cotton-picking campaign is one of the reasons behind the low school attendance by children living in cotton-breeding districts of the republic.⁴⁹

For mountainous and remote rural districts one of the main problems is transportation of children to school. Till 1991, thanks to the assistance of local authorities (jamoats, kolkhozes) almost all country regions provided transportation of students to central schools which to a certain extent promoted sufficient education coverage of children from remote villages, especially girls. Thus, local authorities provided access to general base and secondary education as well as child safety, including girls.

Today no one pays attention to this problem and after grade 4 of primary school many children from rural areas have no opportunity to continue education in senior grades (5-11). In 2004-2005 academic year, there were 671 primary schools (grades 1-4) in the country with the total number of 33,000 pupils. Organized transportation of primary school graduates to central base or secondary schools (where there is a need for such transportation) would contribute to the implementation of MDG Goal 3 aimed at the provision, by 2015, an opportunity for all boys and girls to receive complete general base and secondary education.

Table 27 Levels of attendance in general education school

By quintiles

	Квантиль расходов					Все
	K1	K2	K3	K4	K5	
Таджикистан	85	89	88	89	90	88
ГБАО	96	93	95	100	94	95
Согдийская область	87	89	92	91	90	90
Хатлонская область	85	91	91	89	89	88
Душанбе	71	83	81	86	89	82
РРП	84	86	83	87	90	86

⁴⁷ Updated Poverty Assessment, WB, 2004

⁴⁸ MDG, 2005

⁴⁹ Children in cotton fields, IOM/Pulse, 2003

Of all children enrolled in grade one of primary school in 1993 academic year, by grade five only 91.4% continued education; for girls the number was 90.9%. In 2003, this indicator increased to 98.4%; for girls – 98.8%.

Compared with primary school, at the first level of secondary education (grades 5-9) in 2006 this gap reduced to 93.6%. This gap is even bigger at the second level of secondary education (grades 10-11). In 2006, a little over fifty percent of young people aged 16-17 attended senior grades.

Table 28 Gross ratio of education coverage at the first level of secondary education in Tajikistan (11-15 years old)

Year	Total	Men	Women	Gender parity index
1999	84,1	88,0	80,1	0,91
2000	82,9	87,1	78,5	0,90
2001	82,5	87,6	77,3	0,88
2002	87,1	92,5	81,7	0,88
2003	92,5	98,1	86,7	0,88
2004	92,9	98,1	87,6	0,89
2005	92,5	97,6	87,2	0,89
2006	93,6	98,7	88,3	0,89

At the same time, it is worth mentioning the positive trends of education coverage by the first and second levels of secondary education from 2000 to 2006. If in 2000 the child coverage by the first level of education constituted 82.9% and by the second – 45.1%, in 2006 respective figures were 93.6% and 53.9%.

Table 29 Gross ratio of education coverage at the second level of secondary education in Tajikistan (16-17 years old)

Year	Total	Men	Women	Gender parity index
1999	42,7	53,5	31,6	0,59
2000	45,1	54,7	35,2	0,64
2001	55,7	68,3	42,8	0,63
2002	52,8	66,8	38,4	0,57
2003	48,4	60,7	35,9	0,59
2004	51,8	63,7	39,7	0,62
2005	54,2	67,1	41,1	0,61
2006	53,9	67,0	40,7	0,61

In order to create a system of elementary education for those who has not attended or has not finished a complete course of primary education, the state guarantees free base education in evening and distance learning general education and specialized education institutions.

There are 45 evening and distance learning schools in the republic; about 18.700 people, including 5,400 women, continue their education in these schools – this is 29% of all students. Of the total number of evening and distance learning school graduates, about 150 students receive the general base education certificate each year; complete secondary education certificate is given to an average of 5,100 students; of them women constitute only 28.7%.

The Poverty Reduction Strategy Paper endorsed by Resolution #666 of the Majlisi Namoyondagon Majlisi Oli (the Parliament) of the Republic of Tajikistan issued on June 19, 2002 for 2002-2006 envisages the following measures aimed at an increased coverage of school-age children by primary education:

- provision of 20% of student by clothes, footwear, and school supplies;
- organization of free meals for primary school students (grades 1-4);
- creation of alternative forms of education for refugee-children, overages who do not attend school.

Thus, the analysis shows that at the primary education level target indicators are close to achievement, at the first and second levels of secondary education desired results have not yet been achieved. The higher is the educational level, the smaller is the child coverage.

Target Indicator: provision of 100% of children with textbooks by 2015

In summer of 2004, the Ministry of Education endorsed a new working plan for all types of all base secondary schools. According to this working plan, curricula for 21 subjects were developed; 13 types of teaching materials and training manuals were planned for publication manuscripts for 32 types of textbooks for general secondary schools for 2004-2007 were prepared for printing.

In the period from 1999 to 2003, the Ministry of Education published 94 types of textbooks with the total circulation of 7.8 million copies. All these textbooks were published with the assistance of donors such as the World Bank, Asian Development Bank, OPEC, and others. The Ministry of Education, on the other hand, allocates very small part of the publication of school textbooks from its budget. For example, in 2004, the general secondary education budget allocated only 0.42% (485,192 somoni). In 2005, the Government plans to spend only 0.34% of the secondary education budgets (615,737 somoni) on the publication of secondary school textbooks.

At the same time, according to the data of the World Bank, only 30% students of general secondary schools have a full set of textbooks and on some subjects textbooks are available only to 10% of students.⁵⁰ There is a lack of textbooks in the Tajik, Russian, Uzbek, Kyrgyz, and Turkmen languages. Very few published textbooks meet the requirements of new methods and approaches in education.

Table 30: Provision of general secondary school students with school textbooks, by country regions⁵¹

Регионы	на 25%	на 50%	на 75%	на 100%
РРП	50,4 %	24,1%	17,3%	8,3%
Душанбе	16,1%	27,0%	31,2%	25,8%
ГБАО	50,0%	32,7%	10,2%	7,1%
Хатлонская область	61,7%	22,9%	8,4%	6,9%
Согдийская область	28,6%	29,1%	28,2%	14,1%
Всего	42,8%	26,3%	18,4%	12,5%

According to the new academic plan of the Ministry of Education, grades 6-11 are granted the right to organize profiled education in the three following areas: Humanities, Mathematics and Economy, and Sciences; their adequate organization requires additional resources, relevant textbooks, qualified teachers and material-technical base. According to the preliminary estimation of the Ministry of Education, on the whole, the country needs 86 types of textbooks, 93,700 desks and 26,206 computers.

Target indicator: Provision of free school meals for 50% students

⁵⁰ PRSP Implementation Report in 2003, March 2004

⁵¹ Analysis of secondary education status in the Republic of Tajikistan, "Pulse" Center, Dushanbe, 2002, p.76

The main cause of students' drop out is poverty and its effects. At that, boys – according to the data of a sample survey – miss classes much more often than girls. A positive impact on school attendance was made by the “School Meals Program” of the United Nations World Food Program. According to the official statistics, calories, vitamins and micronutrient saturation of food consumed by 10 year old students is lower than the recommended level. High incidence of malnutrition, anemia and infectious diseases is one of the reasons behind the low school attendance by children.

International organizations provide some schools with food under the school meals program. School meals programs help remove the acuteness of the problem related to malnutrition and give children an incentive to attend classes. In 1999, a pilot school meals project of the World Food Program (WFP) found out that school meals' programs make a positive impact on the level of school attendance in those areas that suffered from food shortage⁵². The joint activity of the Government and NGOs in 1999-2004 under this Program covered 1,671 education institutions in the country with over 370,000 children (around 22% of the total population of school age) in the areas that suffered from food shortage. In those areas where – due to traditions – girls often drop out of school, there are new home meals programs aimed at an increased school attendance by girls.

Despite the economic difficulties, the national government takes measures aimed at an improved funding of school meals programs. For example, in 2004, the budget system of the general secondary education allocated 1,569,596 somoni (around \$530,000) or 1.37% of the total budget for school meals. In 2005, the budget allocated 4,051,925 somoni (\$1,350,100) for the same purposes or 2.24% of the total budget.⁵³ Compared with 2004, in 2005, budget allocations increased by 2.6 times. However, this is clearly not enough to provide all primary school children (grades 1-4) with free school meals. Organized school meals increased the level of attendance in all regions covered by this program – from 6% to 16%.

f. Education quality and equal access to education

The quality of base education falls under the influence of a whole set of factors:

1. human resources: lack of cadre and aging cadre; insufficient knowledge of modern pedagogic technologies;
2. material-technical base: inadequate school buildings; obsolete school equipment; lack of specialized school industry; lack of ICT;
3. availability of teaching-methodological materials: lack of textbooks and methodological materials; obsolete content of textbooks and teaching programs; prevalence of traditional approaches in textbook development;
4. school environment: lack of friendliness; facts of violence, including closed institutions.

The deficit of qualified school teachers is the main problem influencing the efficiency of contemporary education systems. To provide schools with qualified teachers, the national Government, following Article 44 of the Law “On Education” (May 17, 2004, #34) established an additional monthly payment in the amount of 10% of the official salary to pedagogical staff of all types of education institutions to satisfy their needs of textbooks, teaching and methodological materials and other means of self-education. Besides, the official salary of primary school teachers (grades 1-4) is 10% higher than that of high-school grades (5-11). In 2004, the average monthly salary of teachers working in primary, general base and secondary schools increased to 45-60 somoni (i.e. by 70-80% of the 2003 increase).

Salary of school head-masters (schools administration) and heads of non-school institutions was increased by 30% in 2003 and by 50% from January 2005. However, in some country regions salary payment to the staff of the general secondary education system is still delayed. E.g., in 2004, salary delay in Sogd Region constituted 835,144 somoni and in Khatlon Region – 198,010

⁵² Project document on Tajikistan, January 2003; WFP operations in assistance and recovery, 10231

⁵³ Official data of the Ministry of Finance from 22.12..2004

somoni (22). Low salaries, poor opportunities for promotion, especially in rural areas, and other reasons accounted for the drain of highly-qualified teachers from schools.

In order to improve the quality of education, the country continues the expansion of the network of new types of education institutions: lyceums, gymnasiums, colleges, and boarding schools for gifted children, private schools.

In Sogd Region there is a gymnasium-college in Isfara, a lyceum – boarding school in Nau, gymnasium – boarding schools in Penjikent and Ura-Tube. In 1995, a Republican lyceum – boarding school for gifted children was opened in Dushanbe. New types of education institutions were opened in Gissar, Rudaki districts, Khatlon Region and GBAO.

After gaining independence, the Republic endorsed a new Concept of General Secondary Education which envisages the variability of education, gradual integration of new programs and subjects while the adopted Law of the Republic of Tajikistan “On Education” established grounds for the education system structure, activity and management. As a result, there exists a differentiation of education by variable curricula, program and textbooks. Children and their parents have now the right to choose an education institution of a desired profile.

g. Identification of problem areas (coverage, screening, vulnerable groups, disparity in social and gender equity, etc.)

In 2000, in the context of the education reform, the Government in cooperation with UNICEF took measures aimed at the implementation of the “Schools Friendly to Children” initiative for 2000-2004 with the purpose to integrate contemporary teaching methods, create a child-friendly environment and reduced drop out of school, especially for girls.

In the past years, in many national schools, international organizations’ projects are piloting different models of active community involvement in the organization process in the sphere of teaching and education activity, improved quality of education and increased access to education at all levels of general base and secondary education. Projects of the World Bank and Asian Development Bank on the creation of Parents and Teachers’ Associations (PTA), the OSI – Soros Foundation project on Community Active Schools, “Village Committees of Aga Khan Foundation, projects implemented by CARE, Save the Children, and others support schools through communities, parents, teachers and through their participation in school and education management.

The analysis of the education system at all levels identified the problem of unequal access to education for different social groups. One of the reasons is poverty and the increase of informal payments for education made by parents.

Despite the fact that education in the republic – according to the Constitution – is free, due to the lack of financial resources and with the purpose to resolve the cadre problem (cessation of the qualified cadre drain and attracting young specialists) almost all country regions practice so-called “parental contributions”. This “action” is not legally binding; received funds are not legally shown in financial documentation; that is why they are called “parental assistance”. According to the existing Law “On Education”, schools have the right to introduce additional payments for the organization of out-of-school circles and sessions; however here we are talking of simple money collection.

Results of the recent survey conducted by the National Education Foundation NGO in 2002 showed that of all interviewed families, 59.3% believe that expenses related to child education are beyond their capabilities. 13.7% of surveyed children did not attend primary school (grades 1-4) and 11.7% of students did not attend grades 5-11. The survey found out that 76.2% of children who do not attend school live in rural areas and 23.8% live in urban areas and city suburbs. Of the children covered by the survey, 54.4% were boys and 45.6% girls.

These results are also confirmed by the outcomes of the “Analysis of the education system in the Republic of Tajikistan” conducted in 2002 by the Support Center of Education Reforms (SCER). According to the observations, in many of the state general education schools, headmasters use money contributed by parents as an additional income. However, since these

contributions are illegal, many head-masters conceal the fact. Not incidentally, of 243 interviewed head-masters only 28.4% admitted that teachers receive money from parents for education of their children.

To have a better understanding of the situation, an additional analysis was made in different regions and localities (rural and urban areas). Received results showed that in Dushanbe parents pay rather high contributions by way of teachers' support. Similar picture could be observed in Sogd Region where 27% of respondents gave a positive answer to the question of school fees. In urban areas, about half the respondents pointed out that teachers received support from parents (47.1%); in rural areas, this indicator was only 13.8%.

Most probably this situation developed due to the fact that in rural areas payments are much lower than in urban areas and parents seldom can afford support to schools. Therefore, schools are more actively supported by parents in the cities. Besides, the number of parents who understand the need for the introduction of paid education under the market economy is growing.

However, it is necessary to regulate funds received from parents and to develop a mechanism of their distribution. On many occasions, to "legalize" this trend, people refer to the "decision" of the parental committee; however, in many schools this process is not regulated at all. Not a single "decision" was found in any school. There is still no answer to the question what is this money paid for – is it an education fee or simply an assistance? How can parents help school if they really want to do it? Who should they pay – the head-master or the teacher? How to regulate it? How this money can be spent? Today, "parental contribution" is most often used as an additional salary or for school repair. One can see that there are more questions than answers here. All of them should be solved on a legal basis with the consideration of the interests of all population groups and first of all – children.⁵⁴

There are problems relating to education of children representing national minorities. The most important institution which helps preserve and develop the national, cultural and language environment of national minorities are education facilities. Base and secondary education in the republic is available in five languages: Tajik (73.7%), Uzbek (23.1%), Russian (2.1%), Kyrgyz (0.9%), and Turkmen.

Among specific problems faced by schools with non-Tajik language is the problem of teaching plans, curricula and textbooks.

Till 2000, schools with the Uzbek, Russian, Kyrgyz, and Turkmen languages used teaching plans, curricula and textbooks from countries of their ethnic origin. Additionally to the standard of their ethnic Motherland, schools had a compulsory state standard – the Tajik language, History, Literature, and Geography of Tajikistan. Since 2000, all schools are obliged to use teaching plans and curricula of the Republic of Tajikistan with the same distribution of hours in all subjects.

As a result, schools with non-Tajik language of education face a whole set of problems:

- discrepancy of teaching plans, curricula, and textbooks;
- acute need of books in native languages;
- reduced number of hours for native languages (Russian, Uzbek, Kyrgyz, and

Legislative base of the rights of national minorities

In accordance with Article 6 – "Language of education" – p. 2 and 3 of the Law of the RT "On Education":

2. Republic of Tajikistan guarantees its citizens the freedom to choose the language of education and ensures receiving general secondary education in the state language and in places of compact residence of citizens of other ethnic origin – in their native language.

3. The freedom to choose a language of education is secured by the creation of the necessary number of respective education institutions, classes, groups and required conditions for their functioning.

Article 6 – "Rights of national and ethnic groups" of the Law of the RT "On Culture" states that "representatives of all national and ethnic groups residing in the territory of the RT have the right to preserve,

⁵⁴ Respondents included 641 teachers, 471 parents, 80 head-masters – the total of 1,192 people.

Turkmen, respectively);
 - lack of academic hours for the study of history, geography, and literature of countries of their ethnic origin.

develop, and protect their national culture and establish institutions, organizations, associations, centers and communities of their national cultures”.

All above problems make a direct impact on the quality of the education process.

In the past years, teacher’s load in Russian language classes has increased substantially. As shown in Table 31, if from 2001 to 2005, the class-student ratio increased only slightly in Tajik language classes, in Russian language classes this indicator increased from 20.7 to 24.0 for the same period of time.

Table 31 Class-student ratio by the language of education

Year	Tajik	Russian	Uzbek	Kyrgyz	English	Turkmen
2001	20,4	20,7	20,2	16,0	33,5	20,0
2002	20,8	22,0	20,0	16,0	19,1	16,6
2003	21,0	23,3	20,5	16,4	20,7	19,2
2004	21,0	23,4	20,3	16,2	23,6	9,7
2005	21,3	24,0	20,5	16,0	22,7	19,8

One more important problem for representatives of national minorities is the problem of continued education in the native language. According to the Ministry of Education of the RT, in 2002-2003 academic year, there were 28,188 students in Russian speaking groups of universities, 3,348 in Uzbek speaking groups; in secondary special institutions there were 5,530 students in Russian speaking groups and 2,554 in Uzbek speaking groups. It is worth mentioning that there are many ethnically Tajik students in Russian speaking groups.

Parents of Uzbek and Kyrgyz ethnicity, on the one hand, want their children to receive school education in their native language and on the other hand, they have to send them to Russian or Tajik speaking classes.

An important role in the adaptation and implementation of the socio-professional aspirations of school graduates – representatives of national minorities – is given to the achievements in learning the state language. However, results of the survey on the “Problems of ethnic minorities in Tajikistan” conducted by the Public Foundation “Panorama” in 2003⁵⁵ with the support of the OSI Assistance Fund of Tajikistan and of the “Situation analysis of the achievements in learning the Tajik language in non-Tajik schools of Tajikistan” (2006) showed that the situation with regard to the study of the Tajik language in non-Tajik schools is rather complicated. According to students’ estimate, less than one third of students is fluent in written Tajik and can communicate in the language.

Every second school student is either not quite satisfied or not satisfied at all with their Tajik language lessons. Less satisfied with the Tajik language lessons are Russian students and students of grades 9-11.

The analysis of factors contributing to learning Tajik showed that the majority of students value not lessons in the Tajik language but communication with their friends and neighbors. Over two-thirds of interviewed students said that it is communication with their friends and neighbors that helps them learn Tajik while Tajik language lessons were mentioned by only one-third of respondents.

There are no teaching methodologies that would help teach Tajik as a foreign language. It is worth mentioning an assorted composition of Russian speaking classes. All students in these classes can be divided into two groups:

- 1) those for whom the Tajik language is the mother tongue; and

⁵⁵ T. Bozrikova, Problems of ethnic minorities in Tajikistan, Dushanbe, 2003, p.108

2) those for whom the Tajik language is not their mother tongue.

A substantial share of students in Russian speaking classes is represented by Tajik nationals for whom Tajik is a native language. Teachers have them in mind when using the teaching methodology of Tajik as a foreign language.

The most acute problem facing both teachers and students at school is the availability of Tajik language textbooks and their quality. Around 78% of interviewed students named this very problem among other problems of their dissatisfaction with the Tajik language lessons (“no textbooks” or “textbooks are old”).

Another acute problem is the problem of new textbooks development. To-date, Tajik language textbooks for grades 2, 3, and 4 are under publication and the textbook for grade 5 has been submitted to the Ministry of Education for approval. These textbooks should be published by the new academic year. Of special problem are textbooks for grades 10-11.

The second reason of students’ dissatisfaction with the Tajik language lessons is the low professional level of teaching.

Tajik language teachers are mostly philologists trained in teaching in Tajik speaking schools; they lack methodologies of teaching foreign languages.

The educational level of Tajik language and literature teachers in non-Tajik classes is lower not only than that of Tajik language teachers but also that of other subjects. Compared with other teachers, teachers of the Tajik language in non-Tajik schools are characterized by a lower share of teachers with higher education: most of them have secondary education.

A topical problem is also the problem of teachers’ awareness and understanding of the goal and objectives of teaching the state language in non-Tajik schools. Teachers of this group lack unified approaches and views on the goals and objectives of the teaching subject.⁵⁶

If in the Soviet times ethnic minority schools received substantial subsidies and technical assistance from Moscow, today they depend only on the limited allocations of the state budget for education which, in its turn, creates a lot of difficulties for the school reform and provision of quality education for all ethnic minority children: in the first place, there is no single and clear conceptual basis for education reforms in this particular sphere. At present, such schools differ in the language of education and not in the specific content, e.g., study of cultural and historical heritage and national traditions.

It is also important to mention the limited state capacities in training school teachers from among ethnic minorities. At present, pre-diploma training is only possible for teachers of Tajik, Russian, and Uzbek languages. The Government has no opportunity to train teachers in other countries (e.g., in Turkmenistan). The only possible professional development is open for Kyrgyz language teachers who are trained in Kyrgyzstan following an inter-state agreement.

By the beginning of 2004 academic year, due to limited financial resources in the republic,

- of 145 textbook titles in the Tajik language, only 75 were published;
- of 153 textbook titles in the Uzbek language, only 22 were published.

The Government of Tajikistan and the Ministry of Education take measures aimed at providing children with textbook in their native languages. Thus, in 2004 an agreement was signed with Russia and Kyrgyzstan on the procurement of textbooks for primary schools in the Russian and Kyrgyz languages published in these respective countries.

There are also acute problems of an equal access to education for children with special needs. There are still a few functioning institutions providing child care for children with special needs, namely, orphanages and child institutions for children with limited capacities. However, many of these institutions are on the verge of closing or are hardly functional due to the lack of financial and human resources. There is no accurate data on children with limited capacities or children with

⁵⁶ T. Bozrikova and Z. Bazidova: Report on the sociological survey “Situation analysis on the study of the Tajik language in non-Tajik schools of Tajikistan”, Dushanbe, 2006, p.

special needs to provide their protection. Previously, the approach was limited by institutional care and the issue of integrating these children in families has not been discussed.

NGOs “Adabsoro”, “Nasli Navraz”, RCVC, “Mehr”, Scout Association for children and adults with no basic education created training, professional, and educational centers fighting illiteracy and providing vocational training. These centers are also meant for those who do not attend school, including street children, overages, and refugee children. Adult education in general education institutions is organized as full-time, part-time attendance, distance learning and external education. Besides teachers, the educational process is assisted by representatives of local governance. Such NGOs specialized in non-formal education, are also common in Sogd, Khatlon and Gorno-Badakhshan regions.

h. Identification of disparities in receiving quality education, by regions and social groups

The regional break-down identifies unequal access of young people to secondary education. However, if in grades 5-9 the gross ratio of child educational coverage at the age of 11-15 by regions does not vary much, in grades 10-11 the difference is quite substantial.

The lowest indicators of gross ratio of child educational coverage at the age of 16-17 by secondary education are in RRS (40%) and Khatlon (41%). The worse picture can be observed by regions with regard to gender. If in GBAO 76% of girls attend grades 10-11, in Sogd region their share is 52%, in RRS – 26%, and in Khatlon – 27%. This indicator is also quite low in the capital city of the republic – 39%. The gender parity index in grades 10-11 is 0.96 in GBAO, 0.87 in Sohd region, 0.48 in RRS, and 0.49 in Khatlon region.

The comparative analysis shows a big gap in child coverage by incomplete and complete secondary education in urban and rural areas. If the gross ratio of child coverage in grades 5-9 at the age of 11-15 in urban area is 100%, in rural area it is only 89%. The situation of grades 10-11 is not much better. If in urban area the gross ratio of child coverage at the age of 16-17 is 57%, in rural area it is only 43%. The indicators of the gross ratio of educational coverage between rural (43%) and urban (57%) girls in grades 10-11 are also different.

Important indicators of young people’s access to various levels of education are indicators showing transition from primary to the lower level and then to the senior level of secondary school.

At the same time, the comparative analysis identifies the changed ratio of this indicator in favor of rural schools. If till 2004 the share of urban children who continue their education at the level of incomplete secondary school had always been higher compared to that of rural students, in 2005 the share of urban students at the first level of secondary school had become lower compared with rural schools.

Of great concern is the growing gender disparity in continued education of boys and girls. The gender parity index from 2000 to 2005 reduced from 1.0 to 0.97. The lowest gender parity index is in Sogd region (0.83) and in Dushanbe (0.89). As a counter to traditional stereotypes, in 2005 the gender parity index among urban schools was lower than that of rural schools.

Analysis of higher levels of secondary school education shows the escalation of the problem of receiving full education and continued education of young people (see table 34). At first, till 2002, there had been noticed an increased transition from the first to the highest level of secondary school – from 56% to 61%. However, beginning from 2003, there has been observed the reduced share of students in grade 10. As a result, in 2005, only 55% of the incomplete school graduates continued their education in grade 10.

Table 34: Progress in indicators of continued education: from the first level to the highest level of secondary school between 2000 and 2005 (national level)

Year	Progress of continued education: from the first level to the highest level of secondary school (%)			GPI
	male	female	total	
2000	63	48	56	0,75
2001	66	49	58	0,75
2002	67	53	61	0,80
2003	62	51	57	0,82
2004	60	47	54	0,79
2005	62	47	55	0,77

Of special attention are substantial disparities in access to secondary education between boys and girls. If among boys the indicator of continued education: from the first level to the highest level of secondary school is 62%, among girls it is only 47%.

The regional break-down shows even more complicated situation with secondary education. There have been observed substantial differences in 2005 with regard to this indicator between regions: from 48% in Khatlon region and 51% in RRS to 88% in GBAO. At the same time, of considerable concern is the fact that in Khatlon region this indicator is reducing from year to year. The situation in the capital city is also getting worse. If in 2001 in the city of Dushanbe 75% of students continued their education, in 2005 there were only 66%.

Table 35: Progress in indicators of continued education: from the first level to the highest level of secondary school between 2000 and 2005, by regions (ratio of grade 9 students to grade 11 students)

	Progress of continued education: from the first level to the highest level of secondary school			GPI
	муж.	жен.	всего	
NATIONAL	62%	47%	55%	0,77%
GBAO	90%	86%	88%	0,96%
Khatlon region	57%	36%	48%	0,64%
Sogd region	61%	60%	61%	0,97%
Dushanbe	69%	61%	66%	0,88%
RRS	62%	37%	51%	0,61%
.....				
Medium	0,68	0,56	0,63	0,81%
Minimal	0,57	0,36	0,48	0,61%
Maximal	0,90	0,86	0,88	0,97%
Urban area	67%	57%	63%	0,85%
Rural area	60%	44%	53%	0,75%

The gender dimension of this indicator makes the need in the elaboration and implementation of state strategies and programs with the consideration of regional specifics and the development of regional action plans even more urgent.

As is clear from Table 35, the smallest representation of girls among grade 10 students is observed in Khatlon region (36%) and RRS (37%). As a result, if in Sogd region the gender parity index between grades 9 and 10 is 0.97, in GBAO – 0.96, in RRS it is 0.62 and in Khatlon region – 0.64.

The comparative analysis shows a big gap in child coverage by complete secondary education. If in urban area the gross ratio of child coverage at the age of 16-17 is 57%, in rural area it is 43%. At that, if among urban girls the coverage is 44%, among rural girls it is only 34%.

i. Current challenges and risk factors

Main barriers on the way to base education:

- 1) economic (insufficient funding, small net of educational institutions, including correctional);
- 2) social (poverty level, poor work of family and parents, reduced interest to receiving education among specific groups);
- 3) ethnical and cultural connected with traditions and stereotypes, especially in what concerns equal access to education for men and women;
- 4) low effectiveness of mechanisms on the integration of child orphans and disabled children in the society;
- 5) low adaptation of the base education system to the needs of individual categories of students.

The total loss caused by the civil war to the education system of the Republic of Tajikistan is estimated at \$7 billion.⁵⁷ According to the IMF and WB surveys, during the civil conflict, around 20% of schools were destroyed and over 130 school buildings were in the need of maintenance and repair and full equipment. Instead of 126 destroyed schools, it was necessary to construct new school buildings for 20,000 students. According to preliminary estimations and with regard to inflation, construction of new schools, repair and maintenance and school equipment requires around 66.3 million somoni (\$27.7 million).⁵⁸ According to the data of the Ministry of Education, in 2001 there were 3,110 rural schools in the republic (over 85% of total schools) with 1,134,627 students (73% of the total number of students) and 77,971 teachers (Over 77% of all teachers). In 2003-2004 academic year, there were 3,745 general education institutions in Tajikistan, including 44 evening and distance-learning schools. Full-time general education institutions admitted 1,641,700 students. And in 2006, the total number of schools in the republic was 3,830, total number of students 1,688,307 with the total number of teachers 99,853. In almost all schools, students study in two shifts; however in some schools there are three shifts due to the lack of vacant places. On the whole, 63% of students study in the first shift, 35% in the second and 2% in the third shift.

During the 2003-2004 academic year, general secondary schools were lacking over 600,000 vacant places.⁵⁹ At present, according to the Ministry of Education, by the end of 2006 there already were new 19,000 vacant places gained through school construction and maintenance. In any event, the lack of vacancies which is over 580,000 is also an acute problem in the system of education.

As for sanitary conditions, the survey conducted by the World Bank found out that of 1,845 surveyed schools, 26% lack heating systems, 24% lack piped water and 35% lack latrines meeting sanitary requirements. Many schools have broken windows. According to the international NGO ACTED, in 2002, 50% of schools in Khatlon region had no access to water. The survey conducted jointly by the IFRC/RCS, ACTED and NGO "Manizha" showed that 87% of schools in Sogd and Khatlon regions lack adequate sanitary conditions.⁶⁰

Expenditures for the physical rehabilitation of schools are allocated from the state budget and through international donor assistance. In 2003, the IDB funded rehabilitation of 7 schools; ADB of 25 schools, and the World Bank of 20 schools. According to the Ministry of Education, by the end of 2003, rehabilitation and maintenance works were carried out in 1,154 schools of 2,884.⁶¹ Of the total number of schools, only around 25% of them had been built according to the project design; the rest 75% were built from local construction materials and lack centralized

⁵⁷ ADB RETA: TA N° 5946-REG . "Sub-regional cooperation in education reform management", September 2002

⁵⁸ A. Rashidov, "Education for All" – Dushanbe, 2001, p.12

⁵⁹ New requirements of the new time//Omuzgor//2004, August 20

⁶⁰ Summary of surveys of sanitary conditions at schools and advocacy of hygiene in the schools of Khatlon and Sogd regions, Tajikistan, UNICEF Tajikistan, September, 2002

⁶¹ PRSP implementation progress report for 2003, March, 2004

water-supply and heating systems. Improves water-supply and sewage system is also an important factor for an increased school attendance and the achievement of gender equality. The surveys prove that school attendance by girls is always higher at schools with clean latrines and adequate sanitary conditions compared to schools with no such conditions. That is why it is important to pay attention to the installation of latrines at schools – for both boys and girls – and to provide school access to improved clean water sources.

According to the Regulations on General Education School of the Republic of Tajikistan (1996), the number of students in grades 1-11 should not exceed 25-30 persons per class. Increased number of school students results in overcrowded classes, especially in urban areas. As a result, schools have to work in two or three shifts. Schools in their turn face problems of inadequate infrastructure, lack of education equipment and disproportional teacher-student ratio. These factors make a negative impact on quality organization of school classes. For example, in Dushanbe, in 1995, 87 general secondary schools (with the rated capacity of 70,000 students) admitted around 88,500 students. In 2003, the total number of students increased to 142,400⁶² although the rated capacity of schools remained at the level of 1995.

Thus, some schools in Dushanbe have from 35 to 55 students in primary school grades. Similar situation is experienced by many schools located in big cities and districts of Tajikistan. To resolve the problem of school shortage, Dushanbe and other areas of the country make attempts to open schools on the basis of pre-school institutions which causes additional problems to education system.

Processes of the creation and functioning of non-governmental schools are still slow.

Table 36: Non-governmental education institutions
(according to the data of the Ministry of Education of the Republic of Tajikistan)

	Number of non-governmental education institutions (schools, lyceums and gymnasiums)	Number of students in non-governmental education institutions, persons	Including girls
2000/01	10	1093	318
2001/02	42	9752	2292
2002/03	48	12824	2584
2003/04	50	14129	3040
2004/05	54	18918	4264
2005/06	52	16669	3762

j. Best practices in goal achievement – Case Study

One of successful examples of social partnership of the Ministry of Education of the RT with international organizations in integration of innovative teaching methodologies in primary school is the implementation of the program “Step by Step”. Activities of the Tajik Branch of the Open Society Institute / Assistance Foundation are aimed at the provision of professional improvement of pre-school institutions’ caregivers and primary school teachers through:

- training, consultancy, meetings, classes, and quality monitoring;
- program implementation in primary school and PSI;
- assistance in the issues of child-centered methodology;
- involvement of parents and communities in education development process at the national level.

⁶² Data of the Ministry of Education, 2003

During the years of its implementation, the “Step by Step” program involved a large number of children and their families. Integration of the child-centered program of early child development based on community participation is implemented in 100 primary school classes of 25 schools, five of which are Professional Development Schools (PDS) and in 50 groups of 18 pre-school institutions all over the republic.

The “Step by Step” program included training for 125 teachers and school head-masters and 74 caregivers and heads of kindergartens, professors of pedagogical universities, advanced training institutes for teachers and representatives of the Ministry of Education.

Workshop participants were introduced to the philosophy and methodology of the program and with democratization principles of the education process.

A Forum of Professional Development School took place with 90 participants – representatives of PDS, cluster schools, advanced training institutes, local education departments, Ministry of Education of the RT, and international partners. All participants admitted that PDS in a joint effort with the ATI can serve a source and a basis of re-training and advanced training of teachers.

Participants of the “Step by Step” Program	
Professional Development Schools (PDS):	
-	<i>Dushanbe, school #2</i>
-	<i>Vahdat, school #4</i>
-	<i>Kuliab, school #2</i>
-	<i>Bohtar district, school #26</i>
-	<i>Khudjand, school #9</i>
Cluster schools around PDS:	
-	<i>Dushanbe, Kindergarten-school #2, 29,36;</i>
-	<i>Vahdat, school #3,139,140;</i>
-	<i>Bohtar district, school #32,35,49;</i>
-	<i>Kuliab, school #1,9,50;</i>
-	<i>Khudjand, school #10,15,24.</i>

. Surveys proved that classes covered by the “Step by Step” program, show 100 percent school attendance.

An important program component is parents’ participation in education process. It is worth noting that in the Soviet school parents also took an active part in school activities. They were interested in school performance and behavior of their children. Schools had active parents’ committees consisting of parents and good students. Committees solve important problems, such as school performance and attendance, participation in school life and other events. At the same time, parents’ participation was limited with presence at the lessons as passive observers. In the “Step by Step” program, parents are teacher’s voluntary helpers. They directly participate in education process.

The survey on “Parents’ participation in the Step by Step Program at school #2 in Kuliab – Professional Development School” conducted by Nurali Salikhiv and Zarrina Bazidova had positive findings.

Within the program implementation, teachers had the task to involve parents in school activities, produce visual aids, participate in school and class festivities.

Teachers developed a schedule according to which each parent visited school and helped teachers in conducting the lesson. School administration allocated a classroom where parents could talk to each other, share experiences, speak about strong and weak sides of their activity, etc.

Attending classes and taking direct participation in the process changed parents’ attitude to the program and made parents pay more attention to their children:

“After three or four lessons my opinion of this program changed greatly. I worked with children in some centers and noticed that children change and turn into other persons. I can say this of my daughter as well. She comes home and - without any requests from my side - sits down to prepare her home assignment. Then she makes something with her hands, draws pictures or makes plasticine toys. As for me, I also liked to work with children”.
(Radjabgul, a student's) mother)

“I see changes in my husband. He sees that I started to pay more attention to children; he likes it and helps the child to do his homework.” (Kufilolbi).

A big role in parents’ participation in the program was played by their children. It is the children who insisted on inviting their parents. Having parents around made children happy, they felt stronger and tried to respond more often and demonstrate their knowledge.

It is also important to mention improved school attendance by children. Child attitude to their duties changed; children became more active, more willing to study, develop and improve their knowledge.

“Parents’ participation in the program implementation is most needed and important. Monitoring of school #13 (Ziraki village) showed how active parents were in activity centers and how they helped their children. They said that this is a good program, that their children changed – they became more independent and active. The program is easily adapted but to make it work in future, it is necessary to make a lot of efforts, e.g. provide financial assistance to teachers, more methodological manuals and of course the moral support” (D. Amirov – head of education department, Kuliab).

Recommendations for the correction of the Goal achievement plan

Identification of priority areas

The NEDS identifies the following priorities:

Improved education management system will be realized through the clarification and differentiation of functional duties of sector management bodies; optimization of the primary and secondary schools network which will make it possible to achieve the best use of resources with the preservation and increase of child coverage with primary and base secondary education, parents and community participation in the organization of education process and education quality control; increased capacity of school head-masters and other managerial personnel; improved information coverage of the sector and creating conditions for a better justified decision-making process within the sector; demand analysis at the labor market with regard to qualified cadre and re-orientation of professional education institutions to meet this demand.

To raise the efficiency of the existing resources, it is necessary to implement measures aimed at the improved use and increased state funding of the education system and at the attraction of private resources to the sector. It is envisaged to adopt an Education Funding Concept of the Republic of Tajikistan till 2015 and to continue pilot testing of the per capita funding system aimed at better transparency in the use of government resources, closer coordination of funding with the end product of education institutions, distribution of financial means with the consideration of the number of students and regional/local peculiarities, provision of education institutions with more freedom and responsibility in the use of government resources. Increased quality of education will be achieved through the introduction of a new remuneration system which will allow providing better correspondence of the remuneration system to the qualification and actual cost of teachers’ labor and prevention from their loss from schools. Regulation of the paid service system by state schools and comprehensive support to the development of private education institutions will create possibilities for raising additional funds and reallocation of part of the state funding to the education needs of children from the poorest and most vulnerable groups of population.

Increased methodological and cadre capacity of the education system are necessary for the improved quality of education. This task will be solved through updating the content of education, improvement of education plans and curricula, development of textbooks reflecting new approaches to education. Another critical area is re-training and advanced training of teachers which will make it possible to increase the quality of education and reduce the cadre deficit at schools, especially rural schools. This will also be achieved through local measures undertaken by local executive authorities aimed at attracting young teachers to the work in rural areas. There will

be introduced a new system of independent education quality control, new opportunities will be examined for coordinating the school activity assessment with the outcomes of this control.

One of the most complicated problems in education is the *increased access to education of girls and boys, and children from socially vulnerable population groups*. In the situation of limited resources preventing from a large-scale state intervention, main attention will be focused on the increased efficiency in the use of existing resources and methods as well as on the application of new mechanisms aimed at the support of children from vulnerable groups. To overcome barriers preventing from schools attendance and directly connected with poverty, primary school-children will be provided with hot meals; targeted material support of children from low-income families will be exercised with the resources focused in the poorest and most isolated country regions. Measures will be taken aimed at the provision of access to professional and higher education for young people in rural areas, especially girls, which will contribute to mitigating gender inequity at the labor market. Sustainable approaches will be worked out to integrate children with limited capacities in education process of general education institutions.

Systematic lack of funds in the existing net of schools and education institutions during the past decades and the growing number of children in need of education justify for the urgent measures aimed at the *improvement of material-technical base of education sector*. This includes a set of measures in construction and capital repair of school buildings, procurement of the required educational and other equipment, publication of textbooks. In the first place, resources will be streamed in those cities and rural areas where due to the population growth, geographic isolation and poverty, there is the greatest deficit of school places.

1. Action Plan on the implementation of tasks set till 2015 with the focus on missed groups

The key strategic national objective is the provision of an equal access to base education and – on a competitive basis – to other levels of education.⁶³

Action Plan on the support of children with a limited access to education in accordance with the Poverty Reduction Strategy Paper of the Republic of Tajikistan

- Improve the State Program of social support of the most marginalized children – orphans, children from poor families and children with limited capacities.
- Provide access to primary and secondary professional education through the establishment of quotas for orphans and socially vulnerable groups of the population.
- Elaborate regional programs for the development of a system of pre-school upbringing and education till 2010 with the consideration of ethnical, social, cultural, and demographic peculiarities.
- Elaborate regional programs for the development of general secondary education till 2010 with the consideration of ethnical, social, cultural, and demographic peculiarities.
- Elaborate the state program of the creation of low-cost models of pre-school education and upbringing based on a short (2-4 hours) stay of children in PSI.

Action Plan on the creation of conditions for an equal access to education in rural areas

- Elaborate a development program for rural schools till 2015 with the consideration of regional peculiarities.
- Elaborate a development program for primary professional education till 2015 with the consideration of regional peculiarities.

⁶³ See NEDS, Section “Strategic plan for the development of education system of the RT (2006-2015)”

- Develop proposals on opening or closing of primary schools with the consideration of perspective development of different regions and localities.
- Develop a state program on the participation of local authorities and communities in the organization of seasonal kindergartens in rural areas.
- Develop a local guarantee scheme for the allowance of loans for private and cooperative construction of houses for young teachers coming to work in rural areas.
- Elaborate a program aimed at the development of subsidiary plots in rural schools.

Action Plan of monitoring and evaluation of achievements in equal access to education

- Develop indicators for quantitative and qualitative evaluation of the access to education.
- Develop a monitoring system for the accessibility of education.
- Integrate key monitoring indicators of the access to education in the state statistics reporting.
- Ensure the availability of monitoring results for the public.

Action plan on the provision of gender equality in the system of education

- Elaborate an integrated program aimed at the access of girls from rural areas to primary and higher professional education.
- Prepare, together with the State Committee on TV and Radio-Broadcast, programs on gender equality and the importance of receiving education.
- Ensure gender sensitivity of curricula and teachers' behavior.
- Develop implementation mechanisms of the Law of the RT "On state guarantees of equality of men and women and equal opportunities for their realization" (01.03.2005, №389) in education system.
- Ensure training of working cadre from among rural girls in the sphere of primary professional education.
- Strengthen articles with the Criminal and Civil Codes on the responsibility of parents for incompliance with the Law of the RT "On Education" with regard to compulsory education.
- Introduce changes in the Law of the RT "On general universal military service" on the exemption from military service for students of primary professional education institutions for the period of education until graduation at the age of 21.

Strategic measures aimed at the improvement of infrastructure and material-technical base of education system

- Exercise monitoring of the status of infrastructure and material-technical base, by regions.
- Develop infrastructure and material-technical base of education institutions in accordance with the population growth, by priorities and by regions.
- Create a favorable and safe education environment for children (provision of light, heating, drinking water, sanitary and hygiene facilities).

Goal 3: Guarantees in meeting all demands of young and adult people in education through an equal access to respective education programs and life-skills education

Description of the EFA Goal and specific national objectives

In 1990, the Jomtien Declaration defined life skills as the "necessary instruments and the main content of education required by a human being for survival, full development of his/her capacity... and increased quality of life".

In a decade, the Dakar Framework Action Plan of 2000 revised this definition having expanded the approach to life skills and including gaining knowledge, values, and attitudes. In search for a more specific content for the skills' concept, the EFA proposed three types of skills:

- base skills (literacy, counting, etc.);
- psycho-social skills (personal and inter-personal skills of contemplation, including problem solving, interaction, communication, team work, etc.);
- practical functional skills (practical professional skills or specific behavior skills, e.g. related to one's health).

In the context of Tajikistan, when the society undergoes through substantial socio-political and economic transformations with an increased social mobility of citizens and increased external labor migration, the development and implementation of strategies aimed at the achievement of this EFA Goal have a critical role.

At the same time, Tajikistan has not yet adopted and used the unified concept of "life skills"; there is no single concept of life skills education and development programs and inter-sector approaches are also undeveloped.

At that, it is important to take into consideration that the implementation of this goal is related with reform processes at all levels of education since the achievement of this goal is based on the life-long education concept with the focus on continued education aimed at the increased level of knowledge, skills and competence required for the personal, citizen, social, and professional development. This concept includes all areas and stages of life and is very important for the formation of needs among young people and adults, the development of existing and gaining new skills in a fast-paced world.

Under the conditions of a high unemployment and external labor migration, it is very important to create a flexible system of preliminary education and orientation of labor migrants on the basis of primary professional technical education and with the consideration of key migrants' profiles.

Main national objectives aimed at the achievement of Goal 3:

- 1) development of strategies and mechanisms of the integration of programs, methods, and technologies of education and development of life skills of young people and adults at all levels of formal and informal education;
- 2) creation of a mobile and dynamic system of primary professional education of labor resources in accordance with the needs of the contemporary labor markets and labor migrants;
- 3) expansion of programs and coverage of young people and adults with education in the sphere of health based on integrated life skills, including prevention of drug use and HIV/AIDS;
- 4) coordination of efforts of formal and informal education systems on the formation and development of life skills among young people and adults, especially among such vulnerable groups as unorganized children, housewives, wives of labor migrants, girls-graduates from boarding-schools, etc.

General policy: legislation, normative-legal base, programs, including programs for vulnerable groups

The analysis of key legislative and normative acts in the sphere of pre-school and secondary education was presented in previous sections. Therefore, the focus will be made on the sphere of primary professional education, health strengthening of young people and programs of informal education aimed at the formation of life and professional skills of vulnerable population groups.

From 2000 to 2006, the Government had been taking efficient steps aimed at the improvement of the legislative base and reformation of the system of primary professional education and training (PPET). The following documents were adopted:

- Law “On primary professional-technical education” (April 22, 2003)
- State concept of the reform of primary professional education and training in the Republic of Tajikistan (October 1, 2004)
- National Action Plan on the reform of primary professional education and training in the Republic of Tajikistan (June 3, 2006).

The Law of the Republic of Tajikistan “On primary professional education” regulates legal, organizational, and economic grounds of primary professional education, activity of the subjects of education-productive structures of the Republic of Tajikistan aimed at the provision of rights of citizens to receiving a profession, training, re-training and advanced training in education institutions of primary professional education.

This Law envisages the implementation of primary professional education in different types of education institutions, realization of integrated programs of primary and secondary professional education with the consideration of the needs of the labor market, re-training of unemployed and unoccupied citizens, additional paid education services, provision of services to population, etc.

The main objectives of the primary professional education system in the Republic of Tajikistan include complete and operative meeting the demands of transit economy in highly qualified staff, maximal possible participation in mitigating the negative consequences of unemployment through the improvement of the system of education, training, re-training and advanced training of staff, increased quality of professional education and making it meeting the international standards.

According to Article 4 of the Law, the state guarantees citizens the right to the free first primary professional education. Orphaned students can receive the second profession of the primary professional education free of charge too.

Education institutions of the primary professional education include:

- professional-technical colleges;
- vocational lyceums;
- training employment centers for the population;
- social-entrepreneurship centers;
- educational-productive complexes.

From the Law “On primary professional education”

Article 4. State guarantees in the sphere of primary professional education. In order to implement the state policy in the sphere of primary professional education and vocational training, the state guarantees the right to receive primary professional education to citizens who have received the general base education or general secondary education. Citizens of the Republic of Tajikistan are guaranteed the right to free professional education in state education institutions in accordance with the requirements of the state education standard of primary professional education if a citizen receives education of this level for the first time.

Orphaned students can receive the second profession of primary professional education free of charge. Citizens of the Republic of Tajikistan are guaranteed a free choice of an education institution as well as a form of primary professional education.

Education institutions of primary professional education can work at both paid and contract (paid) basis.

r. № 419. Another important normative document determining requirements to the content of primary professional education is the State Education Standard of primary professional education

of the Republic of Tajikistan, List of Professions and Specialties of Primary Professional Education endorsed by the Government of the Republic of Tajikistan on November 4, 2002.

Adoption of the State Education Standard of PPE and the List of Professions and Specialties had the following objectives:

- increased quality of professional training at the expense of regulating requirements to training results and improvement of the work of primary professional education;
- ensuring the equivalent of primary professional education in the country and beyond for unrestricted participation of the Republic of Tajikistan at the international labor market.

Professional education programs of primary professional education can be applied by students through evening classes, distance learning and external form of education.

All forms of primary professional education within a specific education program are implemented under the unified state standards of primary professional education. Professional training and re-training of unemployed and unoccupied are carried out at short-term courses of educational and socio-entrepreneurship centers as well as on the basis of education institutions of primary professional education in accordance with the requirement of the labor market.

In the last few years, the Ministry of Labor and Social Security of the Population of the Republic of Tajikistan adopted a number of sector normative documents relating to the system of primary professional education.

The state concept of the reform of the primary professional education and training system emphasizes that “the current situation in the primary professional education and training system, its social purpose insistently require the soonest elaboration and integration of a strategy and tactics of a radical education reform. There is an urgent need to recognize the system of primary professional education as one of the national priorities ensuring the creation of a competitive economy and social protection of the population”.

The development and adoption of the concept was accounted for by the fact that the system of primary professional education and training in the country is characterized at the current stage as physically and morally obsolete not adapted to the needs of the labor market, with a poor staff capacity, non-rational organization of education process and non-efficient management of qualified working cadre training.

The adopted concept attracts attention to the fact that the PPE system is aimed to contribute to the preparation and availability of highly professional workers and specialists not only for the state but also for entrepreneurs’ structures under the market conditions. The reform of the PPE system should follow the strategy capable to promptly respond to market fluctuations in the country and in other countries which signed agreements on external labor migration with Tajikistan.

In order to implement the strategy, in May 2006, the National Action Plan was adopted aimed at the reform of the primary professional education and training system in the Republic of Tajikistan for 2006-2015.

Legislative base aimed at the protection and improvement of youth health found its development with the adoption of relevant normative-legal acts of the Republic of Tajikistan: the Constitution of the Republic of Tajikistan (1994), laws “On protection of population health” (1997), “On narcotic drugs, psychotropic substances and precursors” (199), “On reproductive health and reproductive rights” (2002), “On youth and the state youth policy” (2004).

Article 3 of the Law of the Republic of Tajikistan “On youth and the state youth policy” determines the main principles of youth direct participation in the formation and implementation of policy and programs relating to young people. The normative-legal base and the implementation mechanism for youth participation and social support of young people are states in Articles 22 and 23.

In order to coordinate the activity of ministries, institutions, and organizations, irregardless of their forms of property, in the sphere of healthy life styles, Resolution #84 of the Government of

the Republic of Tajikistan issued on March 30, 1993, adopted the “Program of the formation of healthy life styles in the Republic of Tajikistan till 2010”.

Within the implementation of the “Strategy of the Republic of Tajikistan on the protection of population health till 2010” and the “Program of the formation of healthy life styles in the Republic of Tajikistan till 2010”, a network and centers of healthy life style services were established in cities and regions of the republic.

These centers carry out sanitation education in general education schools, launch cooperation with international organizations and use mass media for the advocacy of healthy life styles.

Resolutions of the Government of the Republic of Tajikistan #158 (December 30, 2000) and #294 (June 15, 2003) adopted the National Program “Youth of Tajikistan” for 2001-2003 and 2004-2006, respectively, which envisages the support of youth initiatives on the advocacy of healthy life styles, prevention of drug abuse, sexually transmitted infections, HIV/AIDS, and reduction of risky behavior among young people based on the “equal to equal” principle.

In 2006, the Youth Health Development Program was adopted in the Republic of Tajikistan for 2006-2010. The main objectives of the Program are as follows:

- prophylaxis and reduction of the impact of risky behavior relating to occasional sexual contacts, drug abuse, sexually transmitted infections and HIV/AIDS through the provision of a wide access to information, education, and acquisition of life skills in the sphere of health;
- support to the protection of young people’s rights, including vulnerable groups, to socio-legal support, gender equality and participation of the youngest people in target programs aimed at healthy development;
- activation of participation and increased responsibility of young people in target programs aimed at healthy development;
- improved access of young people to quality and friendly services in social institutions;
- increased role of the community in creating a friendly environment for healthy youth development.

Under the “Youth health” sub-program of the National Program “Youth of Tajikistan”, the Youth Committee Board under the Government of the Republic of Tajikistan adopted in January 2001 a pilot program “Youth against drugs and HIV/AIDS”. The overall goal of this program is the social activation of adolescents and young people beyond education institutions in the process of the development and implementation of preventive information and education programs relating to sexually transmitted infections, HIV/AIDS, drug abuse, and reduction of risky behavior of young people following the principle “equal to equal”.

In Tajikistan, there is a whole set of legislative acts on HIV/AIDS:

- The law of the Republic of Tajikistan “On countermeasures against the immunodeficiency virus and the acquired immune deficiency syndrome” #150 issued on December 28, 2005;
- National program of prophylaxis and combating HIV/AIDS and STI in the Republic of Tajikistan for the period till 2007, #516 issued on December 30, 2000;
- Strategic prevention plan of HIV/AIDS communication in the Republic of Tajikistan for the period of 2002-2005;
- Program aimed at the formation of healthy life styles in the Republic of Tajikistan till 2010;
- Program of the Ministry of Education on the prophylaxis of drug abuse, toxic substances abuse, HIV/AIDS, other harmful addictions and the formation of healthy life styles in general education institutions for 2002-2007;
- Prophylaxis program aimed against communication of drug abuse and at the improvement of narcological assistance in the Republic of Tajikistan for the period of 2005-2010.

Analysis of the EFA Goal achievement results

Achievement of the set goal at the current stage is very much complicated by slow reform processes at all levels of education accounted for by the poor material-technical base, low quality of pedagogical staff training and small changes in education content.

THE ROLE OF PRIMARY PROFESSIONAL EDUCATION IN LIFE SKILLS EDUCATION

At present, the system of primary professional education in the Republic of Tajikistan has 71 education institutions with the total number of 25,000 students. Besides, there is an industrial-pedagogical college with branches in Sogd region which trains specialists in industrial education for the PPE system of the republic.

Table 37: Institutions of primary professional education

(according to the Ministry of Labor and Social Security of the Population of the Republic of Tajikistan, by the end of the year)⁶⁴

	<i>Number of institutions</i>	<i>Students</i>		<i>Enrolled students</i>		<i>Educated (graduated) number of qualified workers</i>	
		<i>total</i>	<i>Including girls</i>	<i>total</i>	<i>Including girls</i>	<i>total</i>	<i>Including girls</i>
1991	81	41861	...	26795	...	26045	...
2000	72	24450	8422	16926	6337	14842	4779
2001	73	25323	7097	16087	5026	13649	6043
2002	75	25546	7355	15481	5541	13672	5035
2003	73	23911	6798	15538	4740	15651	5367
2004	72	24195	6488	15620	4924	13747	4713
2005	71	24968	7013	16184	5442	13537	4583

At present, the system of primary professional education in Tajikistan does not provide graduates with the required level of technical and business skills and knowledge which would allow them finding highly-qualified jobs or engage in commerce and start their own business.

The lack of PPE funding resulted in the reduced number of PTS – 71 in 2005 compared with 81 in 1991, and the number of students in them reduced by 1.7 times. In 2005, the PPE system trained twice as fewer qualified workers than in 1991 (see Table 32).

From the Law of the Republic of Tajikistan “On primary professional-technical education”

Article 4: State guarantees in the sphere of primary professional education

In order to implement the state policy in the sphere of primary professional education and vocational training, the state guarantees the right to receive primary professional education to citizens who have received the general base education or general secondary education. Citizens of the Republic of Tajikistan are guaranteed the right to free professional education in state education institutions in accordance with the requirements of the state education standard of primary professional education if a citizen receives education of this level for the first time.

Orphaned students can receive the second profession of primary professional education free of charge. Citizens of the Republic of Tajikistan are guaranteed a free choice of an education institution as well as a form of primary professional education.

⁶⁴ State Statistics Committee of the RT: Education in the Republic of Tajikistan, Dushanbe, 2006, p.43

The key problem within the PPE system remains the education quality problem, formation of professional and life skills.

Of 71, 500 working cadre trained from 2000 to 2004, 44,200 people were assigned to the national economy sector. 2,300 were engaged in military service, 2,959 graduates continued their education in universities and secondary special schools. Over 20,000 graduates were offered free employment.

A substantial part of PTS graduates cannot find jobs. Competitiveness of unemployed people at the labor market very much depends on the educational level and work experience. Among unemployed, 63% are people with no working experience whatsoever.

The level of unemployment in the republic is rather high. Results of various surveys show that total unemployment is much higher than registered number of unemployed. Thus, according to 2000 census, unemployment constituted 9.3%; according to OMCB 2002 it was 11.4%, and according to LSST 2003 – 12%.

According to the Labor Survey of 2004 conducted by the State Statistics Committee of the Republic of Tajikistan, the level of total unemployment constituted 7.4% of economically active population and the total number of unemployed – 196,000 people.

The level of total unemployment in urban areas is four times higher than that in rural areas and constitutes 17.9% of the economically active population (in rural areas 0 4.3%). In some age groups of the urban areas the total level of unemployment is six times higher than in rural areas.

At that, it is important to take into account age and gender differentiations. The level of unemployment among men is lower than that among women and constitutes 6.6% (among women – 8.5%). The level of total unemployment at the age of 40-44 - when women have small children – is almost twice as higher than among men of the same age group.

Table 38: Level of total unemployment of the population by age groups (according to census of 2000 and OPC-2004)

Age	2000 census data			OPC-2004 data		
	Total	Men	Women	Total	Men	Women
Total	9,28	9,00	9,62	7,40	6,58	8,54
15-19	16,87	18,52	15,25	9,43	8,84	10,10
20-29	11,46	11,67	11,21	10,22	9,71	11,01
30-39	7,59	6,90	8,42	6,15	4,42	8,54
40-49	5,70	5,28	6,19	4,98	4,43	5,60
50-59	3,75	3,40	4,55	5,70	5,64	5,80
60-69	4,14	3,24	6,05	0,72	0,98	0,00
Urban	20,93	18,50	24,41	17,85	14,71	23,20
Rural	5,94	6,03	5,84	4,27	3,89	4,79

The level of unemployment is characterized not only by gender but also by age.

A big problem is unemployment among young people. The share of youth aged 15-29 in the total number of registered unemployed in the last few years is rather high and constitutes 60-65%. The level of unemployment among economically active youth aged 15-29, according to OPC-2004 is 9-11%. The average age of unemployed people is 29.6⁶⁵

Identification of problem areas

⁶⁵ State Statistics Committee of the RT: Analytical report on labor force survey in Tajikistan; July-August, 2004, Dushanbe, 2005, p.63-67

The key problem of PPE is the poor orientation to labor market needs and, in particular, the labor migration. For example, training of workers in different specialties practically does not take into account the needs of labor migrants in construction specialties and trade. If in 1991 there were trained 77 masons and plasterers, 111 painters and painter-plasterers, in 2004 and 2005 not a single mason or plasterer was trained and only 67 painters.

Another problem of the PPE system is the issue of drop-out. During the period from 2000 to 2004, PTS of the republic admitted 79,600 students. Of them, 71,500 graduated qualified workers graduated from the PTS, i.e. the drop-out constituted over 8,000 people.

With regard to regional break-down, there are no visible disproportions in the number of PPE, with the exception of GBAO. Within the general poor context of the material-technical base of all PPE, the situation of some of them is even more critical.

Table 39: Institutions of professional education by regions of the Republic of Tajikistan
(units, by the end of the year)

Year	Republic of Tajikistan	GBAO	Khatlon region	Sogd region	Dushanbe	RRS
1991	81	1	21	26	20	13
2000	72	1	19	23	17	12
2001	73	1	20	24	16	12
2002	75	1	21	25	16	12
2003	73	1	20	24	17	11
2004	72	1	20	24	14	13
2005	71	1	20	24	14	12

An important role in the formation of life skills among the PTS students is given to special subjects. With the support of the DDRP program, from 2005 all PPE institutions have integrated the subject of “Prevention of drug abuse”. The temporary creative team of the Research Institute of Labor and Social Security of the Population under the leadership of Mr. P. Pulatov, had developed, in the previous two years, a training program and methodological manual in the Russian and Tajik languages for PTS teachers which were pilot tested in 11 PTS and lyceums. This work resulted in the integration of the “Prevention of drug abuse” subject in the curricula of each PTS and allocation of funds at the expense of internal reserves to compensate for the labor of teachers; selection (two persons from each PTS) of teachers and creation of special training rooms. “Prevention of drug abuse” has been integrated in education plans of the PTS system of the Republic of Tajikistan as a compulsory subject.

All PTS of the republic have been provided with training manuals for teachers in the Russian, Tajik, and Uzbek languages, and textbooks for students in Tajik. Under the DDRP program, all PTS teachers have been trained in the methodology of “Prevention of drug abuse” subject.

k. Existing challenges and risk factors

Main risk factors include:

- 1) Despite the increase of PPE funding from \$0.6 million in 2000 to \$2.3 million in 2005, the funding deficit and poor material-technical base remain a problem;
- 2) Poor preparedness and reluctance of employers to invest in training of workers;
- 3) Underdeveloped system of prognoses and estimation of needs at the external and domestic labor markets.

One of the main factors of the improved training of qualified workers is the provision of education institutions with professional pedagogical staff with higher education in relevant spheres of industrial training.

By January 1, 2004, the PPE system employed 3,120 teachers, masters of industrial training and secondary job employees, among which 1,760 or 56% are people with higher education. Women constitute 26.2%.

Directors and their deputies in charge of education-industrial work mostly have higher education and occupy their positions for five and more years. From among senior masters, 47.5% have higher education, including 26.6% of professional pedagogical education, 50% - secondary special education, and 4.7% - incomplete education.

Among the masters of industrial education, 39.8% have higher education; this includes higher professional education – 4%, secondary special education – 55.6%, including industrial-pedagogical – 38.6%. At that, 4.6% have secondary education, and 5.4% continue their education in universities or technical colleges.

Thus, the poor qualification of engineering-pedagogical staff of PPE does not contribute to increased quality of education.

The system of professional-pedagogical education of the republic has only one functional engineering-pedagogical college with branches in Sogd region where they train masters of industrial education and several higher education institutions preparing specialists capable to combine functions of teachers training in theory and masters training in industrial education. Among these is the Industrial-Pedagogical Faculty of the Tajik State Pedagogical University (TSPU) named after K. Djuraev; quite recently it almost totally specialized in training teachers for PPE system and secondary general education schools. Today the Faculty has been renamed in the Faculty of Technology and Entrepreneurship; although its functions remained the same, the quality of graduates leaves much to be desired. The reason is the lack of staff capacity, professional training, mastership, knowledge and skills.

In the opinion of lead specialists in pedagogical staff training, it is most important to raise the prestige of pedagogical staff and masters of the PPE system and – what is even more important – their salary. At present, teachers and masters of professional education within the PPE system receive the lowest payment in the budget sphere. On the whole, it is necessary to change the content and structure of pedagogical education, increase the role of all education management bodies, create state programs of training, advanced training and re-training of pedagogical staff with the coordination of activities of higher and secondary institutions of pedagogical education, institutes of advanced training with the consideration of demographic trends in specific regions.⁶⁶

THE ROLE OF SCHOOL IN EDUCATING YOUNG PEOPLE IN LIFE SKILLS

Creating education systems aimed at preparing young people to the future when this future remains unclear is a difficult task. However, this increases the significance of the policy and programs in education sphere contributing to the development of human capacity, social cohesion and economic development/ Under the new conditions, youth education requires such pedagogical methods which would encourage its initiative, develop critical and creative thinking and ability to independent decision-making.⁶⁷

Research shows that the development of such general abilities as critical thinking, analytical skills, ability to work in a team and communication skills make a favorable impact on young people's behavior with regard to their health and their capacity to resist a negative influence.

Education in the sphere of health based on life skills education is in itself a quality education. It is based on an effective content and methods of interactive training. The main tasks of life skills education in the health sphere must include the transfer of knowledge and specific skills, formation of students' attitude to environment. The result of such education system is the formation of communication skills and inter-personal communication, decision-making skills and critical thinking, self-control skills and problem solving.

⁶⁶ See: "Resource information and consultative labor center", Staffing: www.legal-club.tj

⁶⁷ UNICEF Regional monitoring report #7-2000: Young people in a changing world; Executive summary, p.13-14

Since 2002, results of the achievements in life skills education have been measured under the “Education performance monitoring project”. To-date, monitoring of education performance is carried out only in primary school. Test assignments for students consist of three blocks:

- “Hygiene and healthy life styles skills” (healthy food, personal hygiene, disease vectors, smoking, alimentary system, handling unknown substances).
- “Everyday skills and interaction with environment” (planting and plant care, use of domestic equipment, environmental protection).
- “Social skills” (behavior in public places, traffic rules, household order, meeting strangers, attitude to parental requirements, learning profession).

Practice and research show that the main factors preventing young people from developing life skills in health sphere are the following:

- poor quality of services provided to young people in health sphere from the angle of friendliness;
- low participation of young people, especially of vulnerable people, in the development and implementation of prophylactic measures;
- inefficient use of capacities and opportunities of education system in the development of life skills among adolescents in health sphere;
- poor communication strategy in the development of life skills among adolescents in health sphere;
- poor social partnership among different sectors of civil society and international communities in the development of preventive interventions⁶⁸.

An important task of youth skill-based education in health sphere is the formation of knowledge and skills aimed at the prevention of HIV/AIDS infection.

Tajikistan as well as other countries of Central Asia is under a growing threat of HIV/AIDS epidemic. In the last three years, the number of HIV infected people in Tajikistan has increased in almost ten times. According to the data of the Ministry of Health of the Republic of Tajikistan, by January 1, 2006, there were 506 registered HIV positive people in the country. Of them, 85.2% are men (431) and 14.8% women (75).

The biggest groups of virus-carriers are people aged from 20 to 39 (84.2%); of them people under 29 – 43.1%.⁶⁹ The most common way of transmission is injections among IDUs – 357 cases; this is followed by sexual transmission – 70 cases; in 74 cases the way of transmission has not been identified and 5 people got infected through blood transfusion; 26 infected people have died (see Annex 10).

By regions, the biggest number of HIV positive cases has been registered in Sogd region and the incidence indicator per 100,000 is the highest in GBAO.

Table 41: HIV infected people, by gender and regions of the Republic of Tajikistan, by January 1, 2006

№	Region	Total	Indicator per 100,000 population	Men	Women
1	GBAO	57	28,2	57	-
2	Dushanbe	171	26,3	150	21
3	Sogd	189	9,6	147	42

⁶⁸ See Young people health development program in the Republic of Tajikistan for 2006-2010, Dushanbe, 2006, p.37

⁶⁹ See: annual report of the AIDS Republican Center for 2005

4	Khatlon	66	2,8	56	10
5	RRS	23	1,2	21	2
	Total	506	7,6	431	75

Results of surveys conducted in the republic show the growing number of factors of youth vulnerability to HIV/AIDS. The main vulnerability factors of men and women to HIV/AIDS are as follows:

- low level of awareness of this disease
- gender stereotypes in sexual sphere
- popularity of unsafe sex and seldom use of condoms
- poorly developed diagnostics system and registration of HIV infected people in the republic.

Results of the “Survey of the behavior of young people at the age of 15-24 in the sphere of HIV/AIDS in Tajikistan” conducted by the Center of Strategic Studies (CSS) and “Gender aspects of HIV/AIDS in Tajikistan” conducted by the PA “Panorama” prove an extremely low awareness of young people at the age of 15-24. The share of young people (both men and women) aged 15-24 who correctly named methods of HIV prophylaxis and at the same time knew myths of HIV is below 11-12%.⁷⁰

It is also necessary to keep in mind the difference in the awareness of HIV/AIDS prophylaxis among men and women: women are less aware of it. The differences are obvious not only between genders inside the group but also between different male age groups – of 15-17 and 18-24 years old: young men aged 15-17 are worse informed. Only 10.95% of all interviewed respondents gave correct answers to all five questions on HIV transmission. Depending on gender and place of residence, a lower awareness level of HIV transmission is among young people in rural areas compared to that of urban areas.

Of certain concern is the reduced age of the first sexual contact. Almost every third respondent at the age of 15-24 had sexual contacts before 18. Young men – compared to young women - have an early and active sexual life. It is especially common among respondents aged 15-17. At that, if among boys sexual contacts are common for 18%, among girls – 2.7%. Public reprimand of early sexual relations and premarital adolescent pregnancies cannot prevent such cases. Practically every third respondent mentions early sexual contacts and adolescent pregnancies in their villages.

There is also a trend of growing unsafe sexual relations among young people. Sixty percent (60%) of respondents aged 15-17 who have sexual contacts admitted contacts with irregular sexual partners. Every second respondent of those who admitted relations with irregular sexual partners practices unsafe sex and did not use condoms during the last sexual contact. At that, if among respondents aged 45-49 75% used condoms with irregular sexual partners, among young people aged 15-17 this number was 42.9%. The biggest risk group consists of boys at the age of 18-24. Thus, around 37% of them with irregular sexual partners were speaking of three and more partners.⁷¹

Even the lower level of knowledge and skills in health sphere are demonstrated by school students of the republic. With the assistance of UNICEF and CDC, a Global survey of school students’ health (GSSH) was conducted in Tajikistan in 2005,

⁷⁰ CSS: “Survey of the behavior of young people at the age of 15-24 in the sphere of HIV/AIDS in Tajikistan”, Dushanbe, 2007; PA “Panorama”, T. Bozrikova, Z. Bazidova, “Gender aspects of HIV/AIDS in Tajikistan; Report of survey results, Dushanbe, 2006

⁷¹ PA “Panorama”, T. Bozrikova, Z. Bazidova, “Gender aspects of HIV/AIDS in Tajikistan; Report of survey results, Dushanbe, 2006

The survey results identified a whole set of problems in the sphere of education and upbringing of school students in the republic that had not been paid due attention before.

Awareness level of school students in the republic of HIV/AIDS based on the GSSH results⁷²

The survey results identify obvious gaps in respondents' knowledge on HIV/AIDS in general and in the ways of transmission in particular. As is clear from Table 42, practically only every fifth student confirmed that a healthy looking person can be HIV infected and only a bit over 30% are sure that having one healthy and reliable sexual partner they can protect themselves against HIV/AIDS. On the whole, 21% of students believe that HIV –infection can be transmitted through a mosquito bite and every fourth is sure that HIV can be transmitted through food offered by an HIV positive person.

Table 42: Awareness of HIV, by gender, GSSH, Tajikistan, 2005

	Total % (CI)*	Gender	
		Male % (CI)	Female % (CI)
Share of students who believe that the correct use of condoms can prevent them from HIV/AIDS	26,6 (22,5– 30,8)	29,5 (24,9 – 34,1)	22,6 (18,2 – 27,0)
Share of students who believe that having one healthy and reliable sexual partner they can protect themselves against HIV/AIDS	30,3 (25,8 – 34,8)	32,3 (27,5 – 37,0)	27,4 (22,8 – 31,9)
Share of students who believe that HIV/AIDS can be transmitted through a mosquito bite	20,8 (18,3 – 23,2)	23,0 (19,7 – 26,3)	17,4 (14,5 – 20,3)
Share of students who believe that HIV/AIDS can be transmitted through food offered by HIV positive person	24,7 (21,8 – 27,7)	27,6 (23,7 – 31,4)	20,6 (17,5 – 23,6)
Share of students who believe that a healthy looking person can have HIV.AIDS	24,6 (21,3 – 28,0)	25,3 (21,7 – 28,8)	23,3 (19,5 – 27,1)
Share of students who gave correct answers to all five questions on HIV.AIDS ways of transmission.	3.7 (2.0 - 5.5)	4.5 (2.4 - 6.6)	3.1 (1.4 - 4.9)

*95% of confidence interval

On the whole, only 3.7% of student of grades 7-9 in the republic gave correct answers to all five questions, knew ways of HIV prophylaxis and at the same time correctly named the myths on HIV transmission. At the same time, the low level of students' knowledge of HIV/AIDS transmission is observed irregardless of their gender, age or grade.

It is interesting to note that among information sources on HIV/AIDS school was named only by 23.5% of students. Less than half of students learned of HIV ways of transmission during the current academic year. Only 55.5% confirmed receiving information on the prophylaxis of this disease at school. Even smaller is the share of students who were told during the current academic year that it is important to be good-hearted and support HIV/AIDS infected people (33.3%).

Table 43: Information on HIV/AIDS received at school during the current academic years, GSSH, Tajikistan, 2005 (5)

⁷² GSSH was conducted among school students aged 13015. The total sample size constituted 9,714 students of grades 7-9 from 100 schools. The survey was held with the support of UNICEF.

	Total (CI)*	Gender	
		Male (CI)	Female (CI)
Share of student who were told during the academic year of HIV/AIDS ways of transmission	47,8 (42,1– 53,4)	47,3 (41,2 – 53,4)	48,1 (42,1 – 54,1)
Share of student who were told during the academic year of HIV/AIDS signs and symptoms	47,9 (42,1 – 53,7)	47,0 (41,1 – 52,9)	48,9 (42,5 – 55,3)
Share of student who were told during the academic year how to avoid HIV/AIDS infection	55,5 (50,9– 60,1)	54,0 (49,1– 58,8)	57,2 (52,1 – 62,4)
Share of student who were told during the academic year where they can be tested for HIV/AIDS	37,0 (32,5 – 41,4)	37,1 (32,5 – 41,8)	36,6 (31,7 – 41,5)
Share of student who were told during the academic year how important it is to be good-hearted and support HIV/AIDS infected people	33,3 (28,7 – 37,9)	32,7 (28,0 – 37,4)	33,8 (28,8 – 38,8)
Who ever spoke of HIV or AIDS with their parents or caregivers	28,2 (24,7 – 31,6)	30,0 (26,6 – 33,4)	25,3 (21,2 – 29,4)

*95% of confidence interval

The share of students who were told during the academic year of the effectiveness of condoms is not higher than 26.7%. Even less students' attention was attracted to how to refuse another person in a sexual contact without a condom (19.9%).

At the same time, the survey results identify a positive impact of the on-going prophylactic school work aimed at the safe behavior of students. If among students who were told at school of how to refuse another person in a sexual contact without a condom, 47.2% know how to do it, among students who were not told this, the number of such adolescents is twice as lower (22.5%).

The need for prophylactic work at school in the sphere of HIV/AIDS is confirmed by the received sociological information on STD. On the whole, 14.8% of students learned that they have a sexually transmitted disease from a doctor or a nurse. Besides, 17.5% of respondents have already been tested for HIV/AIDS.

The survey does not make any big difference between boys and girls, between students of different grades in the level of knowledge and information sources of STD and HIV infection.

Among the HIV/AIDS information sources, the family is mentioned at the very bottom of the list. Only 2.6% of students consider a family one of the main sources of information. Practice and survey results show that parents seldom speak with their children on the issues of sexual education, STD and HIV/AIDS. Only 28.2% mentioned that ever talked to their parents or guardians of these problems.

Other problems

Besides the above-mentioned problems, a big importance is given to the issue of preservation and strengthening of students' health. There is also an acute problem of suicidal attempts among students. On the whole, 12.6% of students had been serious about a suicide in the past year. At that, 12% of students have been thinking of means of a suicide during the last year.

It is important to pay attention to the violence against children and adolescents from other students. Violence takes place inside the buildings, at school, on the way home and to school. Forms of manifested violence include such forms of physical and psychological violence as physical abuse, fights between students, mockery, psychological abuse, intimidation, etc.

Another concern is raised by a certain group of students with deviant behavior. The life styles of this group of children and adolescents are characterized by harmful habits and risky forms of

behavior. Among the students of 13-15, one can find children who smoke, and are subject to drug and alcoholic abuse, etc.

GOOD PRACTICES IN EDUCATING ADULTS IN LIFE AND PROFESSIONAL SKILLS WITHIN INFORMAL EDUCATION SYSTEM

In Tajikistan, from 2003 to 2007, USAID has been implementing the program devoted to the “Reduced drug demand in Uzbekistan, Tajikistan and part of Kyrgyzstan located in Ferghana Valley (DDRP).⁷³

The main idea of the program in Tajikistan is “Sound Initiatives”. The key components of the program is raising awareness of target groups in the sphere of drug abuse and HIV/AIDS prevention, advocacy of healthy life styles, providing access to alternative types of activity, training in life and professional skills for vulnerable women, assistance in social problem-solving, support to the development of state policy and strategy on drug abuse and HIV/AIDS prevention at the national and local levels.

Projects for vulnerable groups are implemented in the cities of Dushanbe, Khudjand, Chkalovsk, Istravshan, Kuliab, and Khorog. These projects are aimed at increased protection factors and reduced risk factors against the involvement in drug trafficking and drug abuse for vulnerable women’s groups and people migrating from rural areas to the cities.

The communication strategy of these projects is aimed at the increased awareness of vulnerable groups and dissemination of knowledge in the sphere of drug abuse and HIV/AIDS prevention.

The strategy of healthy alternatives is aimed at gaining new professional skills by vulnerable women, including adaptation to new market conditions, acquiring life skills, involvement of migrant children in sports and recreation activities, etc.

Only in 2005 the program involved 963 participants; they went through 13, 615 training sessions in professional and life skills as well as education sessions in drug abuse prevention.

The “Sister to sister” program in the republic (2005) was carried out by the Public Association “Nuri Umed” from Dushanbe, Public Women’s Association “Sadokat” from Istravshan, NGO “Women and Children Support Center named after Z. Rustamova” from Khudjand, NGO “Ilhom” from Jilikul district.

Results of the project implemented by the PA “Nuri Umed” (6 months in 2005): an important project merit is the choice of the target group. From among vulnerable women’s groups, the most vulnerable was selected – graduates from boarding schools and PTS. It was also considered that this target group is the most difficult to work with due to a number of factors. The project successfully solved the problem of education and training of girls in professional and life skills as well as in socio-psychological adaptation in the society.

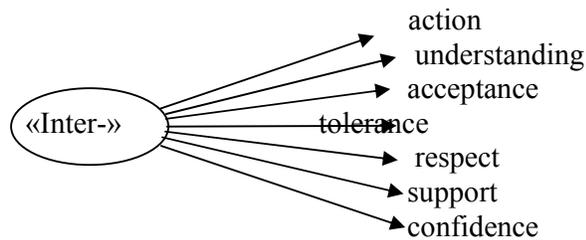
The main reason behind the successful project implementation was the enthusiasm and interest of the project coordinator and trainers.

The pedagogical impact of the trainers on girls was designed by the following formula:

⁷³ The program was implemented with the participation of seven partners: Soros Foundation in Tajikistan, Soros Foundation in Kyrgyzstan, Population Services International (PSI), AIDS Foundation East-West (AFEW), Community Development Foundation “Accord”, InterNews in Uzbekistan, InterNews in Tajikistan.

In Tajikistan, four program components have been implemented:

1. Training in drug addicts’ treatment
2. Non-medical treatment and rehabilitation of drug addicts
3. Professional capacity building
4. Reduced drug demand (RDD) among vulnerable groups of women and migrants: education in RDD and healthy alternatives



This brought positive results. All trainers turned into sincere and desirable friends for the girls sympathizing with the girls' fate and committed to any (big or small) activity carried out together with them. A whole team of active associated was formed, including faithful and responsible workers – teachers and master-trainers.

Strong sides of the “Nuri Umed” activities included:

- organization is all events with the consideration of the girls' mentality and characters;
- scrupulous recording of implemented activities and monitoring maps of each girl;
- skillful professional selection of corrective methods of psychological and pedagogical impact on girls;
- development of close partnership relations and business contacts with the management of PTS #3 and boarding school #1;
- ability to build inter-relations with girls avoiding any conflicts among both the workers and the girls;
- development of 40 psychological self-portraits prepared by girls for trainers;
- publication of booklets on combating drug abuse (such as “Say “no” to drugs”, “Talk to your child on the harmful impact of drugs”, and others).

Cost-effectiveness of funds used for “Sister to sister” program is obvious. This can be proved by the fact that girls, e.g., were trained in correct team behavior as well as in communication and sociability. The effectiveness of “Sister to sister” program services is also above any doubts because girls were visually changing in the course of the program. What is most important, they wanted to, and learned how to work and then were proud by their acquired working skills. Forty girls were trained at sewing, knitting and cooking courses: 30 were trained as sewers, 20 to knitting and 30 – cooking.

Formation of, and training in professional skills was accompanied by training in basic cultural and behavior skills. They were taught how to speak, talk to each other, maintain smooth and friendly relations.

A strong incentive factor for girls during training in proposed skills and acquiring practical skills was the sale of produced products arranged by the grant recipient. As a result, girls could use their earned money on fabric and sew dresses for the final project ceremony. Selling product produced by their own hands made girls feel the material and moral benefit of their work. Moreover, girls acquired regular customers for their product.

Part of their activity included prophylaxis of drug use and HIV/AIDS incidence. During the project implementation, 32 training events were organized on these subjects. Girls' interviews showed that they have a good knowledge of the subjects learned at their classes: “What is drug abuse?”, “How to save oneself from this trouble?”, “Who most often becomes a drug addict?”, “What one needs to know to protect oneself against drug abuse?”, etc.

To create the sustainability of the project results on prophylaxis of drug use among girls, workshops for 24 teachers and caregivers were also organized on psycho-social prophylaxis of drug use in the target boarding school and the PTS.

Results of the project implemented by the PWA “Sadokat”, Istravshan (project duration in 2005 – 7 months)

Fifty three girls received not only professional but also living skills as a result of the project implementation.

The PWA “Sadokat” leased and repaired premises of PTS #14 and procured the necessary equipment. Women who could not leave their children brought them along. Free trainers took care of these children and toys were purchased right for these children. During the workshop and class breaks, hot meals were provided for the participants. A special agreement was concluded for this purpose with the neighboring pastry shop.

To increase the effectiveness of professional training courses, all participants were divided into two groups which were trained by two masters in sewing and embroidery. Project participants were focused on income-generating activity and quality of the product. This helped to encourage a sound competition between the two groups of women in professional skills and quality of goods.

The most valuable project outcome was employment of graduates. A mutual assistance group was established consisting of ten women from Zarnisor village who work in cooperation and take order for golden embroidery. Five women work at home. One girl-graduate was given the job of master assistant. Business skill training helped five graduates take micro-loans and buy a place in the market to sell their product.

Stories told by two women-graduates are self-explanatory:

Lola has two children. Her husband left for Russia in search of a job and was involved in drug trafficking; now he is hiding and has not helped his family for several years already. Lola found herself with no means for a living. She attended professional training courses under the project, successfully acquired necessary skills and today she takes orders in golden embroidery. Today she has to do it using materials brought by customers since she has not yet money to purchase them herself. During all time of her training, her children were hosted by the PWA “Sadokat”.

Mavjuda from Dushanbe has five children. Her husband went bankrupt and left for Russia in search of a job; he has not helped his family for a long time. Mavjuda had to leave for her parents in Istravshan. She was very studious and hard-working. This was noticed by the management of the local TV “Afshin” located in the same building with the project. After graduating from training course she was offered a job there. At present, she combines her work on TV with taking orders for golden embroidery which brings her the biggest part of her income.

The second program component – increased awareness in prophylaxis of drug abuse and HIV/AIDS incidence – was also professionally implemented. 39 workshops with project participants were conducted. After training, women began paying attention to their children and younger brothers and sisters with regard to the prevention of drug use and HIV/AIDS incidence.

The project is very popular among women of the district; 68 requests were received in 2006 for the participation in workshops and training courses from mahalla committees and jamoat residents.

.Recommendation for the correction of the Goal achievement plan

Life skills education within the HPIOO system

To improve the HPIOO system of life and professional skills training for young people and adults, it is important to focus attention on the following areas:

- **creation of a mobile and dynamic system of professional training focused on the domestic labor market and labor migrants;**

- **adaptation of curricula to the needs of the labor market;**
- **providing employers' participation in the process of professional staff training.**

The main problem of the current situation in this sphere is the underdeveloped “culture of employers” from the point of view of the labor market. There is still not a single functioning employers’ association in the republic (until recently, there has been none whatsoever) and the Law of the Republic of Tajikistan “On employers’ associations” has been adopted quite recently.

It is worth mentioning that lately there have been noticed the first elements of employers participating mechanism in working staff training. The initiative is still with joint ventures and foreign enterprises. This participation is manifested in the requirements to professional standards and the partial or full funding of training of a certain (required) number of staff. At the same time, private companies want to have good working staff without investing in it.

Data presented in Table 44 shows that since 2000, not a single worker has been trained by the PTS system under agreements with enterprises.

Table 44: Number of students trained by primary professional institutions on the basis of economic agreements⁷⁴, persons

	Enrolled	including:			Trained	including:		
		Forwarded by employment service	On agreements with enterprises	On personal agreements		Forwarded by employment service	On agreements with enterprises	On personal agreements
1991	814	-	814	-	-	814	814	-
2000	807	-	-	-	-	-	-	807
2001	998	-	-	998	1255	-	-	1255
2002	1182	80	-	1102	984	188	-	796
2003	1182	80	-	1102	984	188	-	796
2004	894	-	-	894	977	-	-	977
2005	919	64	-	855	823	64	-	759

- **Coordination of efforts of the formal and informal systems of staff training and education institutions**

It is high time to launch the development of social partnership between organizations of the formal and informal education systems. It is advisable to establish a Coordination Council of education institutions within HPIIOO and various non-for-profit business structures involved in labor resource training. One of the Council functions could be an exchange and dissemination of best practices, initiating the adoption of normative acts which are of interest to the sector, integration of innovative programs and technologies, etc.⁷⁵

Education and training in life skills in general school

It is necessary to correct the school education strategies with the focus on the fast track innovations in education. One of the main indicators of quality education should be the skills to intellectual work by students.

⁷⁴ State Statistics Committee of the RT: Education in the Republic of Tajikistan, Dushanbe, 2006, p.44

⁷⁵ Resource Information-Consultative Labor Center: www.legal-club.tj A. Faramuzov, Research Institute of Labor and Social Protection: On the establishment of the HKC and development of a tourist sector in Tajikistan

It is also important to take into account that among factors influencing life skills education and dissemination of unhealthy life styles among students is the poor work and insufficient interaction between education and health care systems, family and civil society.

Developing strategies and impact measures should make a wide use of:

- 1) multi-sector approaches on the basis of the joint family and school efforts and the efforts of health care institutions and the whole civil society;
- 2) coordinating activities of interested structures in the implementation of adopted programs: the Program aimed at the formation of healthy life styles in the Republic of Tajikistan till 2010; Program of the Ministry of Education on the prophylaxis of drug abuse, abuse of toxic substances, HIV/AIDS, other harmful habits and the formation of healthy life styles in general education institutions for 2002-1007; Prophylaxis program against the spread of drug abuse and for the improvement of narcologic assistance in the Republic of Tajikistan for 2005-2010; Program aimed at the support of young people's health in the Republic of Tajikistan for 2006-2010;
- 3) state support in funding programs on healthy life styles of children and adolescents;
- 4) development and implementation of education programs aimed at building the capacity of key structures in the formation of healthy life styles of children and adolescents.

The development of specific actions aimed at the formation of healthy life styles and prophylaxis of drug abuse and HIV/AIDS among schools students should take into account the age of the first smoking attempts, alcohol and drug abuse (starting from the age of 7) and plan activities from grade one.

It is important to pay attention to the specific role of school in the formation of both healthy life styles of children and adolescents and sound attitude to their own health, real actions and activities creating conditions supporting the formation of healthy life styles. It is also necessary to focus school attention on the preservation of not only physical but also mental health of students.

It is important to revise and improve the program "Tarzi khayoti solim" - "Healthy way of living". To ensure the continuity and realization of objectives in the development of healthy life styles, it is necessary to integrate the "Healthy way of living" curriculum in scientific and humanities programs, physical culture and class masters' working systems. It is also necessary to develop training manuals and methodological recommendations for teachers on the integration of the "Tarzi khayoti solim" - "Healthy way of living" in the education and training school process.

It is important to integrate the "Tarzi khayoti solim" - "Healthy way of living" program in advanced training courses for teachers and education workers; develop a training mechanism for the national team of trainers from among pedagogical and medical staff.

It is important to focus the content of "Tarzi khayoti solim" - "Healthy way of living" and new strategies aimed at the formation of healthy life styles not only on the dissemination of knowledge in this sphere but first of all on changing the behavior of girls and boys (with regard to smoking, alcohol and drug abuse, sexual relations, sexual education of children and adolescents, attitude to HIV infected people, etc.).

It is advisable to widely implement education programs aimed at the increased responsibility of families and the formation of healthy life styles, sexual education of children and young people, and safe (not risky) behavior skills of the younger generation; increase work in this sphere of Parents and Teachers Associations (PTA).

The focus in the implemented programs on the prophylaxis of risky behavior of students should be made on the reduced risk factors making an impact on children and adolescents and increased social protection factors. To this effect, it is necessary to expand the specter of services provided by education and out-of-school institutions in the development of healthy alternatives to smoking, alcohol and drug abuse and the involvement in commercial sex, develop sports and recreation activities, create centers of module training in new computer technologies, construction, etc. Preparation of trainers and consultants for advocacy work among students requires a wide use of the “peer to peer” principle.

It is also necessary to use a differential approach in the development of information materials for parents and students (men and women, girls and boys).

It is important to create centers of social-psychological rehabilitation of children – victims of violence which will provide the following set of services:

- 1) psychological advice;
- 2) provision of legal assistance;
- 3) organization of leisure and communication culture;
- 4) organization of workshops and training sessions aimed at raising awareness in the issues of drug abuse and HIV/AIDS;
- 5) provision of free medical assistance.

It is also necessary to use non-traditional forms of advocacy work in dealing with children and adolescents – puppet theaters, theatrical performances, cartoons, music events and shows, etc.

Considering the role of mass media, especially TV and radio in raising awareness and motivation in healthy life styles of adolescents and young people, it is advisable to ensure regular TV and radio shows, conduct a contest on the creation of documentaries on the problems of physical and mental health of students. The winners could be demonstrated on the national TV and local television.

It is important to conduct regular monitoring of processes aimed at healthy life styles of students on the basis of set indicators, including monitoring and evaluation of the “Tarzi khayoti solim” - “Healthy way of living” program. After three years the program (ГИЗШ) could be repeated in Tajikistan.⁷⁶

EFA Goal 4: By 2015, ensure 50 percent increase of adult literacy, especially for women, and equal access to base and continued education for all adults

Description of the EFA Goal and specific national objectives

Literacy is the key factor determining the long-term human development and an essential factor for the improvement of economic and social situation of the country population.

The expanded comments to Dakar Action Plan prepared by the Editing Committee of the World Education Forum (Paris, May 23, 2000) points out that all adults should have the right to receiving base education (first of all – literacy) which would allow them playing an active and effective role in the society they live in. Today there are still around 880 million people in the world who cannot read and write; and two-thirds of them are women. The problem is deteriorated by the fact that the literacy level of many people who are new to the subject is quite unstable. Nevertheless, the problem of adult education is viewed as a personal one and national education systems and budgets pay it very little attention.

⁷⁶ Национальный отчет по ГИЗШ. 2006 год.

At the contemporary development stage, with the growing social requirements to the personal development, the specific content of the word “literacy” is characterized by a wider concept: from basic reading, writing and counting skills to obtaining a set of different socially important knowledge and skills making it possible for a person to take a conscious part in the current social processes. In countries with a high literacy level of the population capable of reading and writing the most important is the problem of functional literacy.

The key characteristic of the functional literacy is the human ability to communicate with external environment and adapt oneself as quickly as possible to this environment and function within it. The most important parameters of functional literacy include the language literacy, computer (information) literacy, legal, financial, and environmental literacy as well as professional and special aspects. A special place is given to the so-called activity literacy: ability to set up and change goals and objectives of one’s own activity, exercise communication, implement simple actions in uncertain situations.

During the Soviet period in Tajikistan, the illiteracy problem had been practically solved. According to census of 2000, literate people at the age of 15 and older in the Republic of Tajikistan constituted 99.5%: 99.7% among men and 99.2% among women. The ratio of literate people in the age group of 9-49 is even higher: 99.8% among both men and women.

In this regard, **national objectives for Tajikistan on the achievement of EFA Goal 4** are connected with the:

- creation of a quality system of continued education ensuring growing functional literacy;
- development of functional literacy of people making it possible for them to adapt themselves to, and survive in the conditions of market economy;
- development and implementation of effective education models for adults;
- liquidation of elementary illiteracy (reading, writing and counting skills) and obtaining the skills of functional literacy of individual target groups.

Analysis of the EFA Goal achievement

As mentioned above, Tajikistan has high indicators of basic literacy of the population. According to census of 2000 in the Republic of Tajikistan, the ratio of literate people in the age group of 9-49 constituted 99.8%/ At that, the literacy level among men and women is the same. Creation of a literate society implies the realization of three-level strategy covering quality school education, youth and adult program as well as creating literacy-favorable environment.

An important role in the development of functional literacy is played by education institutions and adult programs. The formatting adult education system in Tajikistan consists of institutions of formal education (school, PTS, university, advanced training institutes, etc.) and non-formal education (different training courses arranged by NGOs, centers of continued education, etc.).

The formal adult education system in the republic includes advanced training institutes, institutes of post-diploma education under the Ministries of Education, Health, Agriculture, Labor and Social Security of the Population. In 2002, the Institute of Advanced Training for Civil Servants was established.

One of the MLSS areas of activity in the sphere of adult education is vocational training and re-training of unemployed. For example, during ten months of 205, employment services of the republic involved 5,597 registered unemployed in vocational training programs. According to the Program aimed at the provision of employment to the population of the Republic of Tajikistan for 2006-2007, it is envisaged to involve in vocational training and re-training, with the support of employment services, 15,500 unemployed citizens in 56 types of activities.

Table 45: Primary professional education of unemployed (people)

	2003		2004	
	Total	Including	Total	Including

		<i>women</i>		<i>women</i>
<i>Send to vocational training</i>	5596	3520	6047	3667
<i>Received vocational training</i>	5172	2900	5813	3423
<i>Found jobs from among those who received vocational training</i>	3809	2055	4265	2525

Source: Department of Labor Market and Population Employment, Ministry of Labor and Social Security of the Population of the RT, 2040

According to the State Program “Main directions of the state policy aimed at ensuring equal rights of men and women in the Republic of Tajikistan for 2001-2010”, labor exchange offices for women were established in the republic with the purpose of vocational re-training of women. For example, according to joint resolution #73 issued on December 7, 2000, of the Ministry of Labor and Social Security of the Population of the RT and Khukumat of Kurgan-Tube, a labor exchange for women was established in Kurgan-Tube.

The main tasks of the labor exchange office for women are as follows:

- registration of applied women, employment assistance, and creation of a database taking into account their age, education, and qualification;
- creation of an information database on the availability of vacancies for women at enterprises and organizations;
- services in psychological adaptation and professional orientation;
- services in vocational training and re-training in occupations that are in demand at the labor market, including entrepreneurship;
- work with active women groups, organization of business-incubators;
- creation of extra jobs through micro-crediting.

In 2004, the labor exchange office in Kurgan-Tube was visited by 587 women in search for a job; of them 333 received the status of unemployed. During 2004, 70 unemployed women were sent to vocational training courses and given jobs through the assistance of employment services.

Cooperation between the formal and non-formal adult education systems is gradually developing/ The Ministry of Labor and Social Security (MLSS) together with the Association of Scientific-Technical Intellectuals (ASTI) convened in 2005 an International Conference on the “Role of Adult Education against Unemployment” which played an important role in uniting education institutions in the sphere of adult education.

The ASTI has been implementing projects in the republic for almost ten years already; these projects are aimed at adult education and increased living standard of the population of rural areas through the implementation of educational, social, and information development programs.

The ASTI, in cooperation with the IIZ/DVV, was implementing (from 2003 to 2007) a project aimed at “Education of labor migrants in Tajikistan” which included free short-term training courses for unemployed. Over 80 different courses were organized before 2006 for 1,000 people who received training and obtained a specialty.

Good practices of adult education

The Institute of International Cooperation of the German Association of People’s Universities (IIZ/DVV), the German Development Service (DED) together with the MLSS are implementing the project aimed at the “Support of adult education as a contribution to the stability and security in Central Asia”.

Following are the project objectives:

- 1. Support in the development of education curricula through staff training of the Center of scientific-methodological service of the MLSS in the design of education curricula and programs focus on adults.*
- 2. Education and assistance to the integration of modern education methodologies in the system of vocational training for adults.*
- 3. Support and assistance in the establishment of adult education structures.*

Identification of problem areas

Despite the fact that there are education institutions in the republic aimed at the solution of problems of adult education in the formal education system and that the net of non-formal institutions is gradually expanding too, there is still no unified system of adult education in the country.

The main problems in the sphere of adult education are as follows:

- 1) the declarative character of the importance of adult education on part of profile state bodies; the lack of a developed strategy and normative-legal base;
- 2) undeveloped infrastructure of adult education;
- 3) limited access and needs assessment of the population in adult education;
- 4) limited or missing access to advanced training and re-training in rural areas for such vulnerable groups as housewives, disabled people, representatives of national minorities, etc;
- 5) lack of highly-qualified specialists and non-adaptation to foreign methods to local conditions;
- 6) poor partnership and inconsistency of actions between formal and non-formal education systems.

Along with the above problems, it is important to pay attention to the new problem – the problem of illiteracy among young people. As a result of the civil war, part of the young people born in 1985-1988 did not attend school and still lacks reading and writing skills. This is also a serious problem for the Ministry of Defense when young people enrolled in the military service appear to be illiterate. It is necessary to consider the issue of creating schools fighting illiteracy among certain groups of young people.

Recommendations for the correction of the Goal Action Plan

Goals of adult education must become an integral and undeniable component of national development plans.

Adult education activity viewed from the perspective of continued education and training is not tied to specific compulsory models and therefore should meet concrete situations emerging depending on special development needs.

Defining the content of adult education, one should make a principal emphasis on the specific needs of groups in less favorable situations from the point of view of education. In the context of Tajikistan, it is important to develop training and re-training programs for labor migrants, different women groups and literacy education of the groups consisting of young people born in 1985-1988 who did not receive any education as a result of the civil war, etc.

While developing these programs, It is necessary to pay attention to the specifics and need for regional programs, establishment of adult education centers in rural areas.

Expanded comments to Dakar Action Plan (Paris, May 23, 2000)

39. Activity development in this sphere requires relevant resources, correctly oriented programs aimed at the elimination of illiteracy, better prepared teachers and a creative approach to the use of technologies. Of special attention is a wide integration of education methodologies developed by non-governmental organizations/ These methodologies ensure ownership of all stakeholders establishing a link between the elimination of illiteracy and expanded human opportunities and local development. Progress indicators of adult education in the next decade must include, in the first place, a substantial reduction of the gap in the literacy level between men and women and between urban and rural population.

Goal 5: By 2015, to eliminate inequity between men and women in primary and secondary education; by 2015, to ensure gender equality in education, granting girls with the full and equal access to quality base education

Description of EFA Goal 5 and specific national objectives

The initiative of the promotion of gender equality in education is based on the UNICEF concept that one of the most serious barriers for the implementation of “Education for All” principle is gender discrimination.

Provision of gender equality in Tajikistan, including the sphere of education, remains a topical issue. During the period of transition, due to serious economic and social problems, the situation in access to education for women changes drastically.

The poverty and gender inequity issues are closely interrelated. On the one hand, poverty aggravates and increases gender inequity and inconsistencies. Unequal access to education, health care services, etc. is more obvious in poor than in high-income families. The social status of men and women is closely connected with their education potential. These problems put girls and women in an

unfavorable position, restrict their opportunities to participate in socio-economic development of the republic.

On the other hand, gender inequity and imbalance hinder the society development and create one of its main barriers. Despite the unequal access to education, professions and loans, as well as restricted capacities for participating in social life for women and girls, eventually, losses caused by gender inequity tell on all community and society members. As a result, actual inequity between men and women prevents from the realization and effectiveness of political and economic state strategies aimed at poverty alleviation and development.

Having equal legal rights to education, women have fewer opportunities to receive different types of education which makes a direct impact on the education level ratio of men and women.

The higher is the level of education, the lower is the representation of women. For example, in 2005-2006 academic year, in primary school girls constitute 48% of students while in grades 5-9 – 46.4% and in grades 10-11 – 38.9%. Among university students this indicator is even less – only 26.7%.⁷⁷

Gender changes show that the legislation announced in the sphere of gender equality in education is not sufficient and that an integral component for the solution of gender problem is the equality of opportunities.

All this accounts for the development and implementation of a set of measures and state strategies aimed at the provision of equal rights and opportunities of men and women and the increased status of women.

Therefore, it is not for nothing that the PRSP has special section 6.6 on “Ensuring gender equality” and section 6.1 – “Education and science development” emphasizes problems and measures on overcoming the unequal access of girls and boys to education.

Objectives for Tajikistan:

- Liquidate by 2015 the gender inequity in the sphere of primary and secondary education.

1. General policy: legislation, normative-legal base, programs, including programs for vulnerable groups

During independence, the Republic of Tajikistan developed and adopted a set of integrated measures and government acts aimed at the increased role and status of women, provision of equal rights and opportunities of men and women:

- ratification of international Conventions and commitment to international obligations on overcoming gender inequity;
- the Government of the RT endorsed the National Action Plan on the increased role of women for 1998-2005;
- President issued Decrees on the democratization of the society and increased role of women in the society;
- adoption of the State Program on the “Main directions of the state policy aimed at ensuring equal rights and opportunities of men and women in the Republic of Tajikistan for 2001-2010”;
- adoption of a number of programmatic acts in the sphere of mother and child welfare, reproductive health, expanded access of women to education, etc.;
- adoption of the Law of the RT “On state guarantees of equality between men and women and equal opportunities for their realization”.

⁷⁷ State Statistics Committee of the RT: Education in the Republic of Tajikistan, Dushanbe, 2006, p.30-31, 67

Since 1993, Tajikistan has been party to the Convention on the Elimination of all Forms of Discrimination towards Women (CEDAW) and has committed itself to guarantee not only *de jure* but also *de facto* equality.

In January 2007, the UN Committee on the Convention on the Elimination of all Forms of Discrimination towards Women received the first National Report on the implementation of this Convention in the Republic of Tajikistan.

The State Program on the “Main directions of the state policy aimed at ensuring equal rights and opportunities of men and women in the Republic of Tajikistan for 2001-2010” identifies the strategic goal – provision of access to different levels of education. To this effect, it is envisaged to:

- carry out awareness raising activity on the involvement of girls in education, obtaining professions and increased qualification of women;
- encourage participation of parents in school activity, development of partnership relations at the school and family level with the involvement of general public and non-governmental organizations;
- develop a program aimed at the formation of a positive public opinion for the increased educational and professional level of women through mass media;
- increased girls’ enrollment in higher education institutions by Presidential quota and increased responsibility of local khukumats and education department selecting girls for education;
- develop a program aimed at rehabilitation of student hostels, create the necessary living conditions and provide their safety;
- create specialized hostels for orphaned girls graduating from boarding-schools;
- set up nominal scholarships in order to attract women to enroll to post-graduate courses and doctorate ;
- set up a system of quotas and state grants for women involved in research activities for study tours and increased qualification in big foreign research centers;
- publish brochures, books, and other illustrated editions on “Women’s input in science, education, culture, and art”.

In order to strengthen social partnership between the governmental and non-governmental organizations, it was envisaged to establish a Coordinating Council under the Ministry of Education on gender problems in education.

Under the framework of the State Program, a whole set of events took place between 2001 and 2006 to involve girls to school, stimulate girls’ education through the introduction of scholarships and other forms of financial assistance.

Adoption of special measures providing accommodation, equal access to education, employment and medical services is required by one of the most vulnerable groups – girl graduates of boarding-schools.

A positive step on part of the Government in the solution of problems faced by girl graduates of boarding-schools was the opening of a hostel for them in autumn of 2006 and the implementation of joint programs with NGOs on their continued education.

From the Law of the RT ‘On state guarantees of equality of men and women and equal opportunities for their implementation’

Article 6: “State guarantees on the provision of equal opportunities of men and women in the sphere of education and science”. Education institutions must:

- *Provide equal conditions for men and women in receiving base general, secondary professional and higher education. All types of professional education and advanced training for the participation in the implementation of educational and scientific process;*
- *Introduce special educational gender courses, support research development on gender equality, facilitate awareness raising of citizens in gender issues;*
- *use education programs and manuals advocating against gender discrimination;*
- *create favorable terms for girls from mountain areas*

Temporary special measures are realized aimed at involving girls in receiving higher education, i.e. quotas for girls.

and rural areas when entering and studying in higher education institutions and secondary professional education institutions.

First steps in this direction were taken by the Ministry of Education in 1997 when the Resolution “On the order of the annual enrollment of a certain number of girls from remote areas to higher education institutions without entrance exams” was adopted.

Consequent measures of the Government of the RT reflected in government resolutions - #199 issued on April 19 2001 “On the improvement of girls’ enrollment in higher education institutions of the RT by Presidential quota for the period of 2001-2005” and #344 issued on August 4, 2003 “On introducing changes and amendments in Presidential quotas for girls’ enrollment in higher education institutions of the RT by Presidential quota for the period of 2001-2005” promoted the increased number of quotas as well as the number of higher education institutions and specialties determined by these quotas.

That is, socially, if we speak of the Government, the status of women is increasing; women are encouraged to take an active living position; concrete steps are implemented for the achievement of equality of men and women. However, in practice, due to the influence of the whole number of factors, women are actively pushed out from social processes. The implemented policy makes a poor impact on the change of social relations between men and women. Legal equality does not ensure the actual equality of men and women. Practical reality is characterized by an obvious contradiction between the declared state gender policy and real processes in the sphere of social inter-relations of men and women.

Analysis of the EFA Goal achievements

According to the UN Report on the “Achievement of the Millennium Development Goals in the Republic of Tajikistan”, the country will hardly eliminate gender inequity at the primary and secondary education by 2015.⁷⁸

Table 46: Gender parity indices of the net coverage ratio, by educational levels

Year	Gender parity index in primary education (7-10 years old)	Gender parity index at the first stage of secondary education (11-15 years old)	Gender parity index at the second stage of secondary education (16-17 years old)
1999	0,95	0,91	0,59
2000	0,93	0,90	0,64
2001	0,93	0,88	0,63
2002	0,96	0,88	0,57
2003	0,95	0,88	0,59
2004	0,95	0,89	0,62
2005	0,96	0,89	0,61
2006	0,95	0,89	0,61

⁷⁸ See: Investment in sustainable development: Needs assessment for the achievement of Millennium Development Goals, Tajikistan, Dushanbe, May 2005, p.85

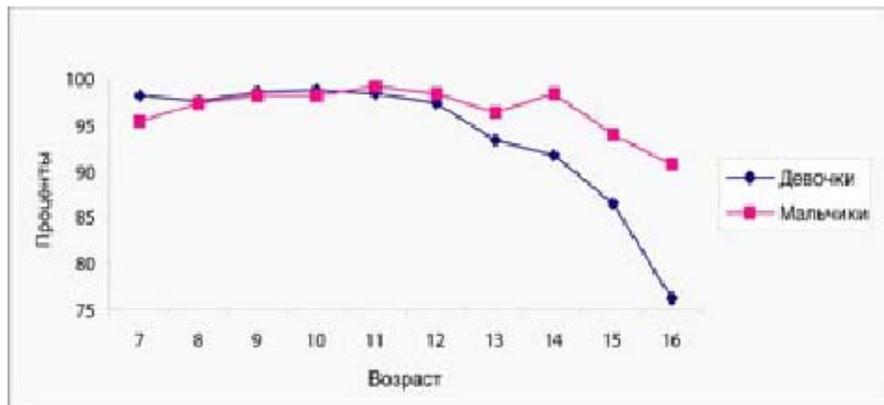
Index value ≤ 1 proves the presence of gender inequity in education with the difference in favor of boys. At that, compared with 2000, the second and third levels of secondary school show the reduction of gender parity index.

The gender analysis of education situation in Tajikistan at the contemporary stage and the data presented in Table 46 demonstrate failure in the implementation of planned indicators in the achievement of Goal 5.

Following trends arrest our attention:

- unequal access of boys and girls to different levels of education;
- the higher is the level of education, the lower is the representation of girls among students;
- substantial reduction of the number of girls in higher grades of general education school, especially in rural areas.

Diagram 6: Education coverage (by gender and age)



Source: LSST, 2003

I. Results relating to quality and equality in education

During the period of the mid-term review, advocacy work aimed at girls' involvement in education has improved substantially; there are new information campaigns on the formation of a favorable public opinion on the need of increased educational and professional levels of women.

The Program of "Authorized Education" is currently being expanded in the country. From 2000 to 2004, with the help of national trainers of NGO "Manizha" trained under the "Authorized Education" (AE) Program with the financial support of Soros Foundation, 220 teachers were trained in the AE at 12-day training courses from five big cities and fifteen rural areas of the republic. In 2004, the AE workshops covered around 6,500 school students of the country. A trainer Manual in the Tajik language was developed and published for AE trainers for 36 academic hours. After it was tested in pilot districts, the Ministry of Education recommended regional and district Education Departments to facilitate the integration of additional lessons on AE in all secondary schools.

However, despite the current activities, gender inequity in access to education is still growing. Unequal access to education of girls and boys in secondary school is the cause of the unequal access of girls to receiving professional education.

As proved by official statistical data, most of the girls are inclined to receive only secondary professional education in professional-technical schools and colleges preparing specialists in so-called "women's specialties": sewer, weaver, medical nurse, primary school teachers, etc. For example, in 2005-2006 academic year, girl-students of secondary professional education institutions in sector groups constituted 56% while boys – 44%. Of them, girls in the

sector of education and cinema – 71%, health care, physical culture and sports – 73%, economy and law – 26%, industry and construction – 12%, agriculture – 6%.⁷⁹

At the higher education level, one can also trace the same stereotype of a “women’s profession”. If the total share of girl-students in universities in 2005-2006 academic year constituted 27%, in sector higher education institutions – 36%, and in health care, physical culture and sports – 29%. In pedagogical universities and the Medical University the share of girls is the highest. For example, in the Tajik State Pedagogical University, of the total number of students in 2005-2006 academic year (9,555 students), the share of girls was 4,771 which is 49.9%. In the Tajik State Medical University, of the total number of students (4,542 students), over 44% are girls (2,003 students). Fewer girls study in the Institute of Physical Culture (2.9%), Tajik Institute of Transport (6.8%), Agrarian University (9.2%) and Technical University (16.3%).⁸⁰

This year, the Presidential quota in 16 higher education institutions of the republic is 911 places which is twice as many as last year. Of them, 475 places are for girls and 436 for boys. On the whole, since 1997 to 2005, 4,440 students were admitted to universities by the Presidential quota.⁸¹

At the same time, one should pay attention to the fact that most of girls’ quotas are allocated for pedagogical specialties and very few places are allocated for such prestigious specialties as international relations, law, management, etc.

One of the problems in the implementation of this special measure is the low rate of girls compared to the allocated quotas coming from some several regions from year to year.

The reasons behind this situation might be as follows:

- widely spread stereotype of “women’s mission to be a mother and therefore it is most important to get married and not to receive education”;
- early marriages and taking care of children;
- permanent reduction of the share of girls receiving secondary education;
- poor work of local khukumats, education departments, women’s NGOs in the identification of those who want to enter higher education institutions;
- economic reasons – not all urban and rural areas created normal living conditions for students; means and scholarships allocated by jamoats for these purposes are not sufficient even to cover the of living.

It is also necessary to find ways to solve the problem of girls’ return to their villages upon receiving education. Thus, by the results of the government inspection, of 22 girls from Tajikabad district having received education by Presidential quota, eight girls (36.4%) did not come back to their district after graduation; in Shugnan district of eight people five did not come back (62.5%); in Roshtkala district – 11 people, in Nosiri Khisrav – 4 people.

The Republic of Tajikistan supported collective goals and obligations of the EFA: “50% increased of adult education, especially women; provision of equal access to base and continued education to all adults”.

However, at present, state programs are developed mostly for civil servants and the majority of graduates who received diplomas 15-25 years ago are left without attention.

Functional illiteracy is still growing, especially among women. There are very few programs aimed at the increased educational level of women; in particular, there are no programs for girls and women with incomplete school education. Some NGOs are working in this area; however, this cannot compensate the needs.

m. Identification of problem areas (coverage, drop-out, vulnerable groups, social and gender disparity, etc.)

⁷⁹ State Statistics Committee of the RT: Education in the Republic of Tajikistan, Dushanbe, 2006, p.57

⁸⁰ Ibid., p.81

⁸¹ Asia-Plus № 31, 03.07.06, p.15.

Of special concern is the problem of school attendance by children. The school education coverage problem and the “drop-out” from grade to grade mostly concern girls who make the majority of children out of school (see Table 47).

Table 47: School attendance by children from 13 to 17 years old, by gender, urban and rural area 9in % in 2002)⁸²

	OUT OF SCHOOL		
	Both genders	Boys	Girls
Republic of Tajikistan	19,4	12,9	26,1
Urban	22,3	13,6	31,0
Rural	18,4	12,7	24,3
GBAO	10,7	7,4	14,0
Sogd Region	17,5	14,0	21,2
Khatlon Region	18,4	11,7	25,5
Dushanbe	26,6	10,5	43,0
RRS	21,7	14,9	28,7

There s a growing number of girls who left school and did not finish their education not only due to economic reasons but also because of early marriages.

Problems of girls’ education in Tajikistan have been subjects of several quantitative and qualitative surveys. In 2001, a survey on “Girls education in Tajikistan: experience, problems and their solutions” was held in Tajikistan aimed at the identification of factors impeding the implementation of girls’ right to education and mitigation of gender disparities in this sphere.

The main factors responsible for the reduced coverage of girls, in the opinion of the respondents of a sociological survey⁸³ are as follow:

- reduced living standard of the population (this is the opinion of 44.8% of parents and 54.7% of teachers);
- increased expenditure on education from the family budget (13.3% of parents and 10.1% of teachers);
- substantial reduction of education prestige (10.9% of parents);
- revival of traditional ideas of the role and place of women in the family and society (7.6% of teachers);
- poor quality of school education (5.1% of parents).

In 2003, a quality survey was held on the “Issues of girls education in Tajikistan: comprehensive analysis of causes making girls drop-out of school” This survey showed that poverty is not the only obstacle on the way to education for girls. The main barrier is actually a combination of poverty and vividly expressed and traditionally and culturally accepted gender inequity.

Besides, it is important to name two other factors that made a strong influence on the acute reduction of the number of girls in high school (grades 10-11):

- 1) according to the Law of the RT “On Education”, the state guarantees free base general education which is considered compulsory while complete secondary education is not compulsory. As a result, there is a sharp decrease if the number of school-age children attending school in grades 10-11. The number of girls attending school at this level is substantially lower than that of boys;
- 2) reduced marriage age – from 18 to 17 – endorsed by the Constitution of the RT (2003 edition) and the Family Code of the RT (1998).

⁸² State Statistics Committee of the RT, ADB: Poverty reduction monitoring survey – 2002, p.111

⁸³ The total number of respondents was 1,500 people. // Girls Education; Association of women with university degrees, Dushanbe, 2002, p.43

The ratio of male and female head-masters at schools also does not contribute to the elimination of gender inequity. Despite the fact that the majority of teachers are women, school management mostly consists of men.

Table 48: Women ratio among teachers and school head-masters in 2004⁸⁴

	Teachers	Head-masters
Kazakhstan	80,0%	37,5%
Kyrgyzstan	81,9%	No data
Tajikistan	52,3%	15,6%
Turkmenistan	No data	No data
Uzbekistan	64,5%	31,6%

n. Existing challenges and risk factors

Along with economic factors, risk factors in the achievement of gender equality in the system of education include gender stereotypes. As proved by the results of held surveys, the majority of people see the ideal model of male and female relations in traditional relations excluding the involvement of women in public and political processes. Financial dependence on the husband, women’s activities restricted by the family are viewed as “natural” conditions of the social relations between men and women despite the on-going democratic and market reforms.

Practical reality is characterized by an obvious discrepancy between the declared state gender policy aimed at the increased status of women in the society, achievement of actual equality, and traditional, generally accepted gender roles.

Of great concern is the fact that gender stereotypes make an impact not only on elder generations but also on adolescents.⁸⁵ We need to admit that adolescents – compared to their parents – mostly follow the traditional division of behavior models. Thus, 36% of adolescents believe that boys should have a higher level of education compared to girls. Among their parents this indicator is 24.2%. In Sogd Region, this view is shared by every second respondent.

Even in the capital city almost every fourth person votes for a higher educational level of boys.

Capacities of the education system are not fully exploited. There are no mechanisms for a gender expertise of school textbooks and other education manuals. To date, only three textbooks have undergone the gender expertise (the History textbook and two English language manuals).

Slow is the integration in university and college curricula special courses in social relations between men and women envisaged by Strategic Goal 1 of the State Program. Of 35 higher education

From the Alternative Report prepared by NGOs of Tajikistan on the implementation of the Convention on the elimination of All Forms of Discrimination against Women

Recommendations on overcoming gender stereotypes

- 1. Governmental mass media in partnership with non-governmental mass media and NGOs should develop and implement a communication strategy on public discussion of the gender inequity problem, including overcoming gender stereotypes,***
- 2. Governmental mass media in partnership with NGOs should make a wider use of education and awareness raising campaign for overcoming gender stereotypes;***
- 3. Increase the number of special training programs***

⁸⁴ See: The Fourth EFA Forum of Central Asia and Kazakhstan; Regional report of the Girls’ Education working group, June 7-9, 2005, Dushanbe

⁸⁵ Results of the survey on “Adolescent awareness in the sphere of reproductive health” held by PA “Gender and Development” with the financial support of UNFPA, 2003. Total number of interviewed adolescents aged 15-19 in the republic was 2,098.

institutions of the republic, only six include courses on gender issues in their curricula.

- on gender issues for journalists;*
4. *The Ministry of Education must exercise control over the integration in university and college curricula special courses on gender issues;*
 5. *It is necessary to develop mechanisms and introduce practices of gender expertise of new textbooks for secondary schools.*

Only the Technological University of Tajikistan integrated the special course on gender issues at all its faculties.⁸⁶

Table 49: Introduction of special courses on gender issues in higher education institutions of the Republic of Tajikistan⁸⁷

Higher education institutions	Name of the special course	Number of hours	Faculty
Университет (Slavic) University Russian-Tajik	1. Gender and culture	18 часов	3 course of Fine Arts Faculty
	2. СММ Gender dimension and mass media	24 часа	4 course of Journalist Faculty
Tajik State National University	3. Gender issues in language and literature	54 часа	4 course of Farsi and Pushtu departments of the Foreign Language Faculty
	4. Gender statistics	36 часов	4 course of Financial-Economic Faculty
Tajik Pedagogical University named after Djuraev	5. Gender policy and its role in the society and family	36 часов	3 course of Law and Psychology Faculties
	6. Gender in the Tajik language and literature	24 часа	4-5 courses of the Tajik Language and Literature Faculty
Tajik Agrarian University	7. Gender statistics	50 часов	Faculties of Economy and Agro-Business
	8. Gender issues in modern society	18 часов	Faculties of Economy and Agro-Business
Khudjand State University	9. The role of mass media in the formation of gender stereotypes	36 часов	4 course of Journalist Faculty
	10. Socio-economic issues of gender relations under transition economy	36 часов	Economic Faculty
Technological University of Tajikistan	11. Demography and gender essentials	34 часа	4 course – all faculties

Recommendation aimed at the correction of the Goal achievement plan

Priority areas⁸⁸

⁸⁶.See: Alternative NGO report on the implementation of the Convention of the Elimination of All Forms of Discrimination against Women, p.

⁸⁷ Data used: Gender Research Center of the Tajikistan Branch of the Open Society Institute – Sorod Foundation: National report on the reform of the higher education system and the status of gender education in the Republic of Tajikistan; prepared by A. Kuvatova and A. Baizoev // Dushanbe, “Ejod”, 2006, p.124

⁸⁸ Recommendations of the Alternative NGO report on the implementation of the Convention of the Elimination of All Forms of Discrimination against Women

- 1) to recognize – within the evaluation system of the national gender policy – as the key indicator – not the availability of adopted state legislative acts and programs but the implementation and achievement of goals set in these programs;
- 2) in the state policy – to strengthen the component aimed at overcoming gender stereotypes with regard to roles of men and women in the society;
- 3) lobby the implementation of CEDAW Committee Recommendations to Tajikistan, including the need to raise the marriage age from 17 to 18 in compliance with international commitment of the country under the Convention of Child Rights.
- 4) Develop and incorporate mechanisms of gender expertise of school textbooks and university manuals;
- 5) Speed up the integration of various forms of gender education at all levels of education for young people and adults;
- 6) Improve institutional mechanisms of social partnership between governmental and non-governmental organizations and structures of formal and non-formal education.

Action Plan

To ensure the actual equality of men and women, create more efficient state implementation mechanisms of gender policy, it is necessary to:

- 1) establish a working group on the development of mechanisms for the implementation of the Law “On state guarantees of equality of men and women and equal opportunities for their implementation” and on the elaboration of proposals on the introduction of relevant amendments in the Law;
- 2) ratify the Optional Protocol to the Convention on the Elimination of All Forms of Discrimination against Women;
- 3) under the framework of the independent institute of commissioner for human rights (Ombudsman), identify a structure or sphere dealing with women’s rights;
- 4) in order to create effective institutional mechanisms for the implementation of adopted state programs, create a Coordination Council on Gender Policy under the Government of the RT with the participation of civil society;
- 5) create mechanisms of implementation of gender expertise of main adopted laws and state and sector programs before submitting projects to the Government and the Parliament;
- 6) develop a model and conduct continued monitoring and evaluation of the current gender policy, including monitoring of the violation of rights of men and women;
- 7) in order to implement gender policy at the sector level, create structural departments within ministries and institutions responsible for the solution of gender problems with the thoroughly developed authorities;
- 8) adopt a Law “On socio-legal protection against family violence” with the simultaneous adoption of a package of normative acts and laws on the introduction of necessary changes and amendments in the criminal, criminal-procedure, and administrative legislation.

In the area of expanded and equal access of men and women to education:

- 1) conduct a special sociological survey in order to receive reliable information on girls’ coverage with base education (9 grades) and general secondary education (11 grades), especially in rural areas, and on girls who dropped-out of school before graduation;
- 2) develop education programs following the example of evening (distance-learning) schools for girls and women with incomplete secondary education, following international obligations under paragraph (e) of the Convention;
- 3) with the support of state, private and business structures, international and public organizations, organize target material assistance to low-income families for education of

- girls and boys, including provision of free meals, clothes, footwear and school supplies and create incentives for students of grades 10-11 showing good performance at school;
- 4) in order to create life and professional skills, revive the system of Production-and-Training Centers (PTC) in secondary schools;
 - 5) open new education and training centers for girls from the regions who entered higher education institutions of the republic by Presidential quota in the cities of Kurgan-Tube, Kuliab, and Khudjand following the example of the Training Center in Dushanbel
 - 6) conduct awareness raising activity among parents and children aimed at the creation of a sustainable public opinion on the need of general secondary education for both girls and boys with the involvement of mass media, religious and community organizations; create education management committees in Mahalla councils'
 - 7) attract attention to state and public structures to the need of the development of adult education system, especially for representatives of such categories as low-ranking specialists, women, housewives, migrants, unemployed in order to organize short-term courses for them (medical, economic, law, etc.), evening (distance-learning) schools, etc.

Goal 6: Comprehensive increased of the quality of education and ensuring good performance for all so that everyone can achieve generally accepted and measurable indicators in education, especially with regard to literacy, counting and the most important life skills

Description of the EFA Goal and specific national objectives

The strategy aimed at the increased level of education is incorporates in all EFA Goals. Improved quality is a multi-aspect and complicated task. Therefore, quality monitoring includes both the students' performance and professionalism of teachers, curricula and education environment. The Dakar Action Plan says that quality education is education which meets basic needs in education and enriches the life of students and their general life experience. The negative impact of a whole set of factors described in previous sections resulted in the deterioration of education access and its quality. Tajikistan is one of few countries where educational level in the age group from 20 to 30 years old is much lower than among the older generation of 40 plus.

The NEDS defines the following **national objectives under Goal 6:**

1. Update the content of the state standards, education curricula and textbooks, and education and training manuals;
2. Ensure training, re-training and advanced training of pedagogical and other employees of the education system in compliance with new requirements;
3. Integrate new technologies in educational processes;
4. Conduct monitoring of the quality and achievements in education.

Analysis of the results of the EFA Goal

Identification of problem areas

Results of the national monitoring of 2002 and 2006 of the performance of school students in grades 4 and 9 showed that knowledge of the majority of students do not meet required standards and literacy levels, as well as state education standards.⁸⁹

⁸⁹ See: Monitoring of achievements and problems of children out of school, Dushanbe, 2002; Monitoring of achievements – 2, Dushanbe, 2007

According to the results of testing conducted in 2006, 9 grade students were able to show relatively good results in easy questions and showed rather poor results in questions and tasks requiring logical thinking, ability to generalize and classify, etc.

Table 50: Distribution of correct answers of 9 grade students by testing results in 2006, by regions (in %)

Subject	Dushanbe	Khatlon Region	Sogd Region	GBAO	RRS	Republic of Tajikistan
По математике	35,5	47,2	51,4	56,1	48,3	48,6
Total in Sciences						
Of them:	36,5	46,5	52,3	64,9	46,3	49,3
Physics	21,6	36,2	48,4	46,8	38,1	39,7
Chemistry	31,6	40,0	46,6	64,5	43,8	45,3
Geography	49,1	59,7	60,3	79,6	51,5	58,2
Biology	43,6	50,3	53,9	68,8	51,6	53,6

As shown in Table 50, the best results were shown by GBAO students and the poorest – by students of general education school in Dushanbe.

The Ministry of Education of the RT made two attempts in updating and improving education plans and programs of general secondary education (grades 1-11). However, due to the lack of funding and low capacity of the MOE, these activities had not been integrated in education process. At present, there are special programs aimed at revising education curricula and programs under educational loans of international donor agencies such as the World Bank and ADB.

Factors which account for the poor quality of education and its role in human life are as follows:

First, the lack of pre-school education reduces the students' capacity in understanding school programs. The quality of secondary education depends on pre-school preparation the lack of which influences practical indicators and school performance.

The second main factor influencing the quality of education is the teaching level and professionalism of teachers. No reform will be successful if teachers are not an active part of this reform. Unfortunately, in the last decade, Tajikistan lost most of its trained and qualified staff due to out-migration. The problem is aggravated by the fact that an average teacher's salary today is lower than per capita income in the country. The Government takes measures aimed at increasing teachers' payment; however, it still power than in other sectors.

The third factor which makes a negative impact on education is the education-methodological process and approaches based on obsolete and conservative methods. It is necessary to integrate a wide set of innovations in education system. Probably, Tajikistan may need special strategies, such as distance learning, mobile classes and teaching children of different age in one class – this experiment turned out successful in other countries.

The fourth factor is the currently low provision of education system with material resources, such as textbooks, education-methodological materials and libraries. Besides, we are talking of qualified teachers, administrators, inspectors and managers in education.

Fifth, the quality of education directly depends on the general school environment. School infrastructure deteriorated because of the civil war and connected with it lack of resources. However, a safe and favorable environment is a pre-requisite of successful education. The lack of classrooms, absence of school furniture for children, lack of drinking water and adequate sanitary

facilities form those factors that make a negative impact of quality of education, especially in rural areas.

Sixthly, each school should be regarded as an individual institution if we want schools to function normally. In Tajikistan, schools have not yet received sufficient independence and autonomy; they have no an independent legal status. Under these conditions, it is very difficult for school to come out with initiatives and implement innovative programs and per capita schemes. School head-masters are the key figures since their leadership makes an impact on the quality of school work. School management is the very issue that had been neglected by all previous strategies aimed at the increased quality of education.

And finally, it is important to carry out monitoring of education quality at all levels and on a regular basis. Such an effective system of monitoring and evaluation of the educational process results does not yet exist in the system of education. The Ministry of Education and its departments need reliable and detailed data and information on the results of educational process in different schools and regions. At present, there is still no institutional mechanism for control/monitoring of the quality of education at different levels, on a systematic basis and in compliance with relevant standards.⁹⁰

Recommendations aimed at the correction of Goal achievement plan

Implementation of Goal 6 must take into account that a good quality school is the school which:

- Child-seeking
- Child-centered
- Has quality conditions and environment
- Admits all children
- Is gender-sensitive
- Has good contacts with children, families, and communities⁹¹

The key role in increasing the quality of education is played by the professional level of teachers. At the same time, the adopted State Training Program of Pedagogical Cadre for 2005-2010 does not contains substantially developed mechanisms of increased education of future teachers and many provisions of the Program are not fulfilled. All this justifies the need for the correction of the adopted State Program and development of mechanisms aimed at the preparation of pedagogical cadre.

The Government encourages the involvement of local communities to the solution of education problems and many donors support projects with the participation of local communities. However, full participation of children, parents and communities in school management is still limited. Only 19% of schools, according to a survey, have Parents and Teachers' Associations (PTA). Many schools are implementing pilot projects on the involvement of parents, communities and children to education management process. The

From Dakar Action Plan

Success of educational program requires: (1) healthy, satisfied and motivated students; (2) well-prepared teachers and active education methods; (3) adequate rooms and education materials; (4) actual education curricula and programs that can be used for teaching and education in the local language and are based on knowledge and experience of both teachers and students; (5) environment which not only stimulated education but which is friendly and equal for boys and girls and is secure and safe for one's health; (6) clearly defined and correct evaluation of expected education results, including knowledge, skills, attitudes and values; (7) participation of all in management and leadership of the management and organization system ensuring participation in these process of all stakeholders; (8) respect and inter-action with local population and local culture.

⁹⁰ See: NEDS, Sections 1, 2, 3; Quality of education and its relevance

⁹¹ See: Report of the Second Educational Forum in Central Asia and Kazakhstan, Bishkek, 2003, p.71-72

international community supports these pilot projects through school grants and creation of Education Management Information Systems with the participation of local communities and PTA. However, there is a need to do much more so that local communities could receive, analyze and use required information.

It is necessary to speed up the implementation of elaborated measures and steps aimed at conducting monitoring of quality assessment and achievements in education.

- Develop a normative document on the identification of quality criteria and evaluation of achievements at all levels of education;
- Identify results at all levels of education of all courses and conduct monitoring at the central and local levels;
- Establish under Research Institute (НИИПН) a special service for the development of criteria of quality education;
- Create an independent National Center of Quality Education Assessment;
- Conduct monitoring of quality education with the participation of Parents and Teachers' Associations (PTA) and local communities.

9) The system of cooperation and coordination of international support in the EFA Goals achievement

The CA Educational Forum of Central Asia and Kazakhstan was created in order to promote the development of partnership and coordination of activities aimed at the implementation of the Dakar Action Plan.

The CA Educational Forum was aimed at the achievement of EFA Goals in Central Asia through creating an opportunity to combine the reform experience in education, analysis of various policy options, development of a common understanding of needs and resources of education policy, elaboration of effective mechanisms of problem-solving in education and creation of new models of partnership relations of the state, NGOs and business structures.

Four Educational Forums were held in Central Asia and Kazakhstan during the mid-term review period.

The First CA Educational Forum was held in Almaty on January 17-18, 2002. The main objectives of the Forum were:

- Ensuring of a continued and systematic implementation of next steps identified at the World Educational Forum in Dakar and monitoring of the implementation of National Action Plans in EFA;
- Monitoring of the education sector reform, achievement of partnership with international organizations and NGOs as well as support of international cooperation aimed at the successful implementation of the EFA programs by 2015;
- Comprehensive understanding and commitment to the observation of child rights and the achievement of quality base education in the context of the Global movement for the protection of children in accordance with the Convention of Child Rights.

The first Forum established its working structures: Executive Committee, Secretariat and Thematic working groups (TWG).

Tasks of the TWG included identification of main barriers and problems in the EFA Goals achievement, development of recommendations on problem solving and correction of action plans. TWG are led by Deputy Minister of Education of CA countries:

1. TWG on Girls' Education - Tajikistan
2. TWG on Life Skills Education - Kazakhstan
3. TWG on Adult Education - Kyrgyzstan
4. TWG on Education Management Information System - Uzbekistan

5. TWG on Early Child Development (established after the Fourth Forum) - Turkmenistan

The Second CA Educational Forum was held in Bishkek on June 5-6, 2003; the Third Forum in Tashkent on May 11-12, 2005, and the Fourth Forum in Dushanbe on January 23-24, 2006.

Each Forum listens to the reports of all these countries on the reform implementation in education system, reports of the TWG and develops recommendations and plans/next steps on EFA Goals.

Annual meetings make it possible for the Forum to become an efficient regional institutional mechanism in the achievement of EFA Goals.

10) General conclusions and recommendation in the achievement of EFA Goals by 2015

Transition period characterized by serious political and economic problems resulted in an acute deterioration of the social sector (health care, education and science, social security of the population, water supply, sanitation and housing-maintenance and utilities services, ecology and gender equality), reduced access of the population to quality social services and low living standards.

The cutback of economic activity which followed the dissolution of the USSR caused a substantial decrease of funding in the social sector. At that, funding in the sphere of education reduced from 10.8% of GDP in 1992 to 3.5% in 2005.

The main risk factors in the achievement of EFA Goals are as follows:

- lack of financial resources;
- active population growth and increased demand for educational services;
- poverty of the majority of population;
- low participation of private sector and society in the solution of educational problems;
- unemployment and migration of able-bodied population;
- uneven development of regions.

According to expert opinion, taking into account the current demographic factor and the annual growth of student by 2.5%, to provide access to quality education, every year it is necessary to allocate at least 10% of GDP from all funding sources in the sphere of education

Complex regulation and high administrative barriers prevent from the development of private sector which could meet the demand for part of social services and increase state capacities in providing guaranteed social services.

Substantial external assistance targeting the rehabilitation of the social sector capacity is focused on the solution of current emergency problems and – in view of the wrong choice of long-term priorities – is not always rationally used.

Analysis in the EFA Goal achievement shows that the key problems are as follows:

- imperfection of the education management system and poor capacity which results, in particular, in the deficit and inefficient use of resources in the sector and in the poor participation of private sector in the provision of educational services;
- low quality of education accounted for by the lack and poor qualification of teachers, especially in rural areas, with obsolete content and education methodology, undeveloped infrastructure of education institutions;
- poor integration of innovative methods of education and information-communication technologies;
- restricted access to education for children from poor and socially vulnerable groups of population, children with limited capacities, poor coverage of girls by secondary education, etc.;

- low participation of community in education school management;
- in planning of pedagogical cadre training, low consideration of children with special needs, national minorities and training in specific specialties.

Tajikistan developed and endorsed a whole set of integrated measures and government acts aimed at the EFA Goals implementation. At the same time, there is a lack of effective mechanisms for their implementation; there is not control over implementation and a number of planned activities are not implemented at all.

Factors impeding the EFA Goals implementation include:

- poor development of multi-sector approaches, institutional disunity and the absence of the National Forum on EFA Goals achievement with participation of all profile ministries and institutions;
- poorly developed mechanisms of partnership and coordination of activities of formal and informal education systems;
- poor activity of thematic groups and the lack of resource centers on EFA Goals;
- lack of permanent monitoring and mid-term evaluation of EFA Goals achievement.

Implementation by Tajikistan of international commitments on EFA Goals achievement is jeopardized; this requires immediate measures on the activation of the activity of thematic groups and all profile governmental and non-governmental structures.

Recommendations

In order to develop more effective implementation mechanisms of the Dakar Action Plan, integration of inter-sector approaches and elimination of institutional disunity, it is necessary to create the EFA National Forum under the Government of the Republic of Tajikistan.

1. Activate the work of thematic groups based on the involvement in them representatives of other profile ministries and institutions, representatives of NGOs, information education structures and creation of resources centers on each EFA Goal;
2. Develop the model and mechanisms of continued monitoring and evaluation of EFA Goals achievement with the use of global key and optional indicators on EFA Goals achievement. Monitoring should be focused on (both individually taken and combined) the:

- Implementation process of activities aimed at the achievement of EFA Goals integrated in the NDS and PRS;
- Situation in the system of education aimed at the provision of equal access to education and creating conditions for continued education;
- Activity of governmental and non-governmental structures;
- Influence of stakeholders and their inter-action;
- Institutional and material-financial resources;
- Achieved results – planned and not planned (both positive and negative).

An important element of monitoring should be the dissemination of monitoring and evaluation results, constant information of stakeholders on the course of monitoring and evaluation (submission of political notes, reports, recommendations to the Government, local khukumats, Women and Family Committee; publication of articles in media, etc.); discussion of interim reports on the completion of certain stages of monitoring and evaluation (round tables, workshops, information campaigns, TV and radio programs, etc.).

In accordance with unified requirements of PRS on monitoring, four main types of monitoring indicators should be used:

- 5) *indicators of resources used* characterizing the policy of attracting and distributing state budget funds and other resources used for EFA implementation;

- 6) **delivery indicators** characterizing direct results of the activity of state bodies in EFA implementation;
 - 7) **indicators of final results** ими, showing how activities under EFA changed the situation in the system of education, how much access of the population increased to main government services and people's satisfaction;
 - 8) **impact indicators** showing how quality of education changed, as well as the level of EFA Goals achievement.
3. Conduct an audit of all adopted strategies and programs, planned areas of activity and measures in the sector of education till the end of 2007 and use this information for the development of concrete steps and plans aimed at accelerating the EFA implementation process.
 4. Accelerate the establishment of working groups on the creation of regional development programs in education with the consideration of EFA Goals and identify deadlines for the submission of draft regional programs.
 5. In order to improve the system of management and prognosis of the economy sector development, including education system, creating the capacity of management cadre to develop the State Program of "Preparing cadre for the future" under the auspices of President of the Republic of Tajikistan. Program development should take into account the following areas:
 - Creation of a data bank of specialists who received education during independence in leading universities of the CIS countries and far abroad and their involvement to civil service.
 - Use of multi-level education of managerial staff: study tours of specialists with higher education abroad; sending gifted school graduates to study in leading foreign education institutions, opening of a special faculty in the Tajik State National University, etc.

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Annex 2

Table 3: Financial sources of Education Sector for 2004-2005						
	2000	2001	2002	2003	2004	2005
Real GDP in, mln.	178	256	337	475	615	724
Real GDP in \$ mln.	980	110	122	155	207	238
Per capita GDP in mln.	289	406	524	724	918	106
Per capita GDP in \$mln.	158	175	189	158	309	349
Expenditure budget in mln.	261,	366,	524,	727,	1028,	129
Expenditure budget in \$mln.	110	132	171	238	347	425
Increase of expenditure budget (%)		40,0	43,1	38,8	41,3	25,6
Expenditure state budget to GDP	14.7	14.3	15.5	15.3	16.7	17.8
Education budget to GDP %	2,3	2,4	2,6	2,4	2,8	3,4
Share of education in state	15.9	16.6	16,6	15,4	16,9	19,4
Education funding from the State budget,	41.6	60.9	86.8	112.0	173.7	250.0
including- current expenditure	40.3	59.0	85.5	108.3	151.3	227.0
- capital costs and reforms/development in	1,2	1,9	1,3	3,7	22,4	23,0
Education funding from State budget, total, in	17.4	22.0	28.3	36.6	58.7	82.2
including: - current	16.9	21.3	27.9	35.4	51.1	74.6
- capital costs and reforms/development in	0.5	0,6	0,4	1,2	7,5	7,5
Changes in funds allocation%		32%	30%	22%	35%	31%
External funding in \$mln.				7,8	15,6	7,3
Share of expenses on education%						
From state	79%	78%	78%	81%	82%	77%
Average annual salary						
Teacher working over 3 ys.		255.9	358.3	429.9	671.5	989.0
Teacher working less than 3ys.		203.6	285.0	342.0	534.2	786.7
Sources: budget of MoF .MoE, Financial Working Group on Education						

Annex 3: List of NGOs working with children with limited capacities

Name of organization	Activity	Area of activity
Assistance Foundation “Neki”	Day-care center for children with LC	Dushanbe
NGO “Health”	Support of parents having children with mental health problems	Dushanbe
NGO “Aurora”	Education of girls with sight problems	Dushanbe
NGO “Shafokat”	Center of innovative programs for children with hearing problems	Leninsky district
NGO “Munis”	Day-care center for children with LC	Gissar district
MGO “Dilsuz”	Humanitarian and social assistance	Dushanbe
Management of the Deaf People Society	Education, vocational skills	Dushanbe
Public Association, Khudjand	Education, vocational skills	Khudjand
NGO “Nilufar”	Education, vocational skills to children	Varzob district
NGO “Special Olympic”	Sports movement for children with LC	Dushanbe

Annex 4

Table 4: Net coverage ratio by education and training programs for early children (3-6 years old) in Tajikistan

Year	Total	Male	Female	Gender parity index
1999	6,8			
2000	6,3			
2001	6,8			
2002	7,2			
2003	7,9	8,1	7,7	0,95
2004	6,8	7,0	6,6	0,94
2005	6,9	7,2	6,7	0,93
2006	7,0	7,3	6,6	0,90

Annex 5

Table 22: Funding sources for programs aimed at computerization of the education process in base and secondary schools of the Republic of Tajikistan (2003-2007)

№	Sources	Expenditures		Annual funding (in %)				
		total	in %	2003	2004	2005	2006	2007
1.	State budget and sources	3669650\$ (10925557 c.)	13,3	6,8	15,0	25,0	35,0	23,2
3.	Other sources (grants and loans of international financial institutions)	23780532\$ (70865985 c.)	86,7		33,0	34,0	23,0	10,0
TOTAL:		27450182\$ (81801542 c.)	100,0					

Annex 6

	2006	2007	2008	2009	2010
Estimation of current expenses on MDGs	78,43	87,15	95,63	102,21	111,58
Estimation of capital expenses on MDGs	22,02	25,71	23,70	23,79	45,62
<i>Total needs in MDG achievement</i>	100,45	112,86	119,33	126,00	157,19
<i>Total funding requirements</i>	100,45	112,86	119,33	126,00	157,19
Estimation of state resources, private sector and donors, total					
Current	72,01	78,18	81,78	85,62	89,82
Capital	22,50	20,90	17,97	21,50	22,04
<i>Total available resources</i>	94,51	99,09	99,75	107,12	111,86
Total funding gap	5,94	13,77	19,58	18,88	45,33
% GDP	0,2%	0,6%	0,8%	0,7%	1,7%

Annex 7

Table 32: Net ratio of primary school enrollment in Tajikistan

Year	Total	Male	Female	Gender parity index
1999	81,2	81,2	79,0	79,0
2000				
2001				
2002				
2003				
2004	98,7	98,7	96,5	96,5
2005	99,7	99,7	97,7	97,7
2006	98,3	98,3	96,3	96,3

Annex 8

Table 33: Progress in transition indicator: from primary to the lower level of secondary school between 2000 and 2005 (National level)

	Transition indicator: from primary to the lower level of secondary school (%)			GPI
	male	female	total	
2000	98	98	98	1,0
2001	100	99	99	0,99
2002	100	97	99	0,97
2003	99	98	98	0,99
2004	99	97	98	0,98
2005	100	97	99	0,97

Annex 9 Table 34: Progress in transition indicator: from primary to the lower level of secondary school in 2005, by regions (ratio of the number of five-grade students to four-grade students))

	Transition indicator: from primary to the lower level of secondary school – 2005 (%)			GPI
	МУЖ.	ЖЕН.	ВСЕГО	
NATIONAL	100	97	99	0,97
GBAO	99	96	97	0,97
Khatlon Region	100	96	98	0,96
Sogd Region	121	100	110	0,83
Dushanbe	107	95	101	0,89
RRS	99	97	98	0,98
.....				
Medium	1,05	0,97	1,01	0,93
Minimal	0,99	0,95	0,97	0,83
Maximal	1,21	1,00	1,10	0,98
Urban area	97	91	94	0,93
Rural area	97	95	96	0,99

Annex10

Table 40: Data on HIV-infected people in the Republic of Tajikistan by January 1, 2006

Age	total	male	female	Risk group			
				Injunctive	sexual	recipient	unknown
0 – 4	1	1	-	-	-	1	-
5 – 14	2	2	-	-	-	2	-
15 – 19	13	11	2	11	2	-	-
20 – 29	202	160	42	137	34	1	30
30 – 39	224	200	24	167	23	-	34
40 – 49	57	51	6	36	10	1	10
50 – 59	6	5	1	5	1	-	-
60 and older	1	1	-	-1	-	-	
Total	506	431	75	357	70	5	74