

TAJIKISTAN

ETF COUNTRY PLAN 2009

Summary

The overall objectives of the ETF 2009 Work programme in Tajikistan are to support the European Commission in the development and deployment of external assistance; and to support the continuing development of partner country capacities in human capital development.

In the mid-term perspective 2009-2011 for Tajikistan, emphasis will be put on developing a comprehensive VET policy integrated into the overall education policy; assisting education and training reform implementation and qualifications development; developing thematic reviews (labour market, migration, etc); supporting the delivery of EU assistance through the DCI.

The expectations are that policymakers and key stakeholders in Tajikistan will strengthen the capacity to develop a policy of integration of all the education system including a policy development of national qualifications, ensuring that policies and programmes are designed in ways that meet the different needs and interests of both men and women.

All planned ETF activities are in line with the goals of the European Education Initiative for Central Asia endorsed by the European Council in June 2007.

1. Socio-economic background

Tajikistan is a low income country, however after the initial economic collapse which followed independence (1991) and the civil war (1992-1997), signs of recovery were seen again in 1998 and since then the country has experienced continuous high growth rates. GDP growth has been robust at about 9% per year on average during the last five years (remittances from labour migrants represent 40% of the GDP). Inflation has dropped from 38.1% in 2001 to 7.1% in 2005, increased to 10.2% in 2006¹ with an 8.5% in 2008 and a prevision of 7.5% in 2009². The main characteristics of economic development in Tajikistan are regional pockets of industry with weak linkages of output to the domestic economy; weak infrastructural capacities for import and export and an over-dependence on cotton and aluminium revenues³.

In an economically very unfavourable situation with a labour market that is not capable of absorbing the current working age population, Tajikistan is faced by a difficult **demographic** situation. High birth rates during the last decades have lead to an increase of the working-age population which increased from about 2.5 million in 1991 to 3.9 million in 2006 (total population 7.1 million in April 2007 with almost an urban population of 2 million). At the same time official employment has remained virtually unchanged at around 2 million, having experienced a low of 1.7 million in 1999. The official unemployment in June 2006 was 2.4%⁴. However, this official figure must be seen in relation to migration and high levels of underemployment in the informal sector. Furthermore, according to the National Development Strategy of the Republic of Tajikistan for the period 2006-2015, even now only 20-30% of the existing industrial potential is

¹ Asian Development Bank, Fact Sheet 2007.

² Economist Intelligent Unit, Country Report 2008.

³ Migration and Poverty Reduction in Tajikistan, Feb. 2007, Development Research Centre on Migration, Globalisation & Poverty.

⁴ Statistical Yearbook "15 years of independence", Dushanbe 2006.

being utilised, meaning that the industrial sector still does not create enough jobs for the labour force.

The increase of the working-age population has affected the informal sectors in particular. In the state and collective sectors the decreasing of **employment** generating unemployment and low levels of wages⁵, employment in the informal sector grew by almost 300% over the period 1991-2005. According to the data of the State Labour Inspection, 7.2% of workers had two or more jobs and 19.6% were looking for additional work in 2004. Teachers' salaries for instance cover only 20% of basic expenditure and the remaining 80% must be covered by additional informal income (the main reason why there is a deficit of 8,000 teachers in general education). The development of informal employment, as a rule, does not bring a high and stable income. Working rights in the informal sector are not fixed by the appropriate juridical documents and constantly they are disrupted. Workers are vulnerable and socially not protected. Informal employment also generates a number of social and economic problems, first of all because it does not contribute to the tax system and this has an impact on welfare. However, the informal sector also has a socially positive effect because it has an impact on poverty and increases the access of population to social services (education, public health) which require income.

The Tajik labour market lacks qualified people in most branches of industry (medicine, construction, etc), it is not sufficiently structured and 70% is rural. It is characterised by unemployment and low salaries. Under these conditions, **migration** is a complex phenomenon mostly from rural areas, but it also implies brain-drain and brain-waste with negative consequences on internal labour market. The economic environment is very difficult, the legislative framework unclear and the access to capital through financial system seem to be very complicated, and so the banks at the moment do not help with credits/loans for business. The Employers' Union is brand new in Tajikistan: it represents all employers in the private sector (agriculture, food-processing, commerce, energy and water supply and construction being the main economic sectors – aluminium is a public monopoly). Privatisation is still ongoing, while the private sector accounts for 65% of the economy (35% public sector) in 2008. On average, companies have between 20 and 30 employees⁶.

Over the past 10 years, the working migration phenomenon has led to an increase of departures of male and female labour workforce to NIS countries (mainly Russia and Kazakhstan). According to the data of the State Labour Inspection (2004), 13% of the workforces are migrants. According to a survey by the International Organisation on Migration of 2003, migrant workers from Tajikistan in the period 2000-03 totalled 632,000 people, mostly between 20 and 50 years old.

Qualified people are likely to emigrate for better opportunities: rates of return from skilled people will in the mid term come back as remittances to the country, but the economic and social situation in Tajikistan remains critical and at a very low level. The remittances sent back are not used to invest in the country, because the money is urgently needed for consumption issues to sustain the families of the migrant workers.

During 2008⁷, Tajikistan has experienced multiple stresses, compounded by the global food crisis. The extremely harsh winter of 2007-08, combined with power shortages and high fuel prices, has already imposed great hardship and rising expenses on the population, particularly in rural areas. The sharp rise in prices of imported food has exacerbated the difficulties faced by poor people. In particular, the prices of bread and other major staples are soaring in Tajikistan, reflecting the rapid global rise in food prices. Such a large increase in the price of bread will have particularly negative effects on the living standards of the already poor and disadvantaged population.

⁵ Data of the State Labour Inspection.

⁶ An ETF report on labour market in Tajikistan is under development, first results in December 2008.

⁷ The extraordinarily long and cold winter 2007-08 initially triggered the crisis. Temperatures of between -8°C and -25°C increased demand for heating while at the same time affecting the supply capacity. The unusually heavy snowfalls and frozen rivers damaged water and electrical supply systems and isolated mountain villages. The extremely cold weather was exacerbated by a dramatic plunge in electricity supply, due to a decline in water levels in the reservoir of the hydro-electric Nurek Power Plant. The shortage led to severe rationing of electricity and sharp increases in the prices for fuel. Power to industry has been tightly rationed, and the government estimates that the crisis has so far cost the economy \$850 million in damages and lost revenue.

After the serious energy crisis, definitive migration is becoming more frequent, replacing the traditional seasonal model. Young educated people (20-25 years old) migrate with their families, which implies a high level of brain drain. The main destinations remain Russia and Kazakhstan. Brain-drain is not the only problem linked to migration, because most people who enter the labour market without qualifications migrate without skills, even without any knowledge of Russian. The Ministry of Labour and Social Protection of the Republic of Tajikistan is planning to create centres for the qualifications of labour migrants and intends to train non-skilled migrants. In order to develop this project, the Ministry of Labour and Social Protection will also involve other partners such as the government and employers.

Labour migration also has social consequences: women who remain alone when their husbands migrate have often health problems (surcharge of work, stress, etc). Sometimes, they lose the contact with their husbands, and remittances are not always sent home. HIV is also an issue, when migrants return⁸. According to the Save the Children report 2007, more and more migrants' wives are obliged to leave their children in orphanages because they are unable to maintain them or because they migrate themselves to join their husband. There are already around 10,000 street children, who often go to Dushanbe. There is also an increasing trend of very young people who migrate with their parents and abandon school.

With more than half of the population living below the national **poverty** line, the Government of the Republic of Tajikistan developed a Poverty Reduction Strategy in June 2002 that contains a programme of structural reforms towards economic development and pro-poor growth. The main objective is reducing poverty to 32% by 2015 (National Development Strategy Paper of the Republic of Tajikistan for the period to 2015, adopted in August 2006), anticipating the target of the Millennium Development Goals⁹. Within this strategy, the government aims to ensure that 99% of children attend primary education and expect an increase in the participation of children from poor families and girls. It describes the country's macroeconomic, structural, and social policies in support of growth and poverty reduction, as well as associated external financing needs and major sources of financing.

In addition, many services in the field of education or public health have to be paid for and this has limited access for most vulnerable people. The position of **women** in the formal labour market is also very weak. Women are mostly engaged in low-wage jobs, in particular in the sectors of education, health-care and agriculture, where the female percentage is higher but the level of professional skills is very low. The economic position of women in the rural areas depends directly on agriculture.

Unemployment, migration, low salaries (education sector), lack of preparation for new skills are all factors related to the socio-economic background of Tajikistan that should be linked to a new human capital development policy.

2. Key policy issues and strategies in human capital development

In Tajikistan there are different policies related to the human capital development sector in the field of economic development, education, VET and poverty reduction.

The fundamental changes which have occurred in the economy and labour market during the last 10 years with the disappearance of a traditional wage employment in large parts of industry and agriculture has set the new framework for human capital development needs in Tajikistan. The National Development Strategy identifies the most important challenges to reach a long-term economic growth and the poverty reduction as follows:

⁸ The Central Asia region is experiencing one of the fastest-growing HIV/AIDS epidemics in the world. Although the countries are currently listed as low-prevalence, conditions are in place for the explosive growth of the epidemic (Save the Children Report, 2007).

⁹ The MDGs are eight goals that all 191 United Nations Member States have agreed to try to achieve by the year 2015. The declaration was signed in September 2000 and commits the states to the following 8 goals: 1. Eradicate extreme poverty and hunger; 2. Achieve universal primary education; 3. Promote gender equality and empower woman; 4. Reduce child mortality; 5. Improve maternal health; 6. Combat HIV/AIDS, malaria and other diseases; 7. Ensure environmental sustainability; 8. Develop a global partnership for development.

- Non-efficient public administration
- Weak investment climate
- Inadequate competitiveness
- Inefficient economic structure
- Weak infrastructure
- Weak human capital development
- Weak civil society development
- High labour migration
- Weak and slow reform implementation
- Limited results from international cooperation

Until now, the education and training system has not been able to meet this challenge and continues, to a large extent, to deliver the same obsolete knowledge, skills and competences as in the past. The education and training system has also experienced a decrease in enrolment and attendance rates, with almost 2,000 students less in two years (from 25,546 in 2005 to 23,549 in 2007). Only 3.3% of GDP is invested in the overall education system.

Strategic reforms in compulsory and upper general secondary education currently concentrate on ensuring equal access, quality knowledge and relevance to the needs of a modern society. This is to be ensured by improving the efficiency of human capital development in terms of education system, including financing, management, planning mechanisms, spending, rationalisation and modernisation of curricula and approaches. Higher education reform includes a rationalisation of the university network, modernisation of curricula and strengthening the autonomy of institutions. Widespread corruption at all levels of higher education remains a major concern for the quality of, and access to higher education.

Vocational education and training was slower at initiating policy reform. With the support of the ETF, the Ministry of Labour and Social Protection began discussing more fundamental reforms in 2003 with the development of a new concept for initial vocational education and training. This work was followed up in 2006 with the Government National Action Plan for the Reform of the Initial Vocational Education and Training System in Tajikistan. Key policy issues addressed in the Plan include the content and organisation of education processes, the structure of qualifications, adult education, social partnership, VET system management and quality control, the links between the labour market and migration and international and regional cooperation.

In December 2006 the responsibility for initial VET was transferred from the Ministry of Labour and Social Protection to the Ministry of Education. The Ministry of Labour and Social Protection remains responsible for Employment, Migration and Adult Education, which includes training for unemployed and re-qualification with a particular focus on migrants. The Ministry of Education is now starting to develop a comprehensive policy for technical and vocational education and training.

In the framework of human capital development in the country, the Ministry of Labour and Social protection, under the government decree of 5 March 2008, has established a National Adult Training Centre (NATCT) in Dushanbe with four regional branches in Kurgantube, Kulyab city of Khatlon region, Konibodom city of Soghd region, and in Tajikabad district. All the 15 adult training centres of the state employment service in the country and a modular training centre in Dushanbe with its branches in Kulyab and Garm region will be attached to the NATCT.

Moreover, at present the Ministry of Labour is thinking about establishing a mechanism of qualification recognition. This mechanism will be managed by a department established within the ministry and probably called the Department of Qualification Recognition.

The basis of this idea is that a lot of labour migrants, both external and internal gained different skills and qualifications in different fields. However, these qualifications are not recognised

officially and their mobility is not guaranteed. Therefore, the Ministry of Labour is now working on establishing this mechanism, which will be another support for labour migrants consequently increasing their income and living standards.

There are plans at governmental level to extend compulsory general secondary education to 11 years. Many stakeholders are sceptical to extend compulsory secondary general education from 9 to 11 years under present conditions, where the attendance in grade 9 is only about 70%.

The education system at the moment is facing a deficit of places for pupils (around 700,000). The government would like to develop private schools, with incentives like tax exemptions. As a consequence of such a deficit, around 130,000 people every year join the labour market without any qualification. Most of them migrate to Russia and Kazakhstan without any skills. The VET Support Foundation is conducting a pilot study in the Rusht region on the transition from school to work (first results by end 2008).

The main policy issues and strategy challenges in human capital development for Tajikistan in the period 2009-2011 can be summarised as follows:

- The integration of vocational education and training into the overall education system;
- Institutional capacity building for the definition, implementation, monitoring and financing of the VET system in order to improve quality in education and training;
- The revival of the qualification role of initial vocational education and training together with its social role, through a revision and development of curricula, text books, teacher training in order to modernise the content of the education and training system;
- The role of adult education and skills development for employment to understand the links with migration and poverty reduction.

3. EU and other donor interventions

In 2008, international donors on education in the country started to cooperate closely in order to combine synergies. UNICEF at the moment is coordinating the revision of the National Education Strategy Programme of Tajikistan and, through joint cooperation, also the gaps on vocational and higher education are expected to be taken into consideration.

The European Commission has provided some support to Tajikistan in initial vocational education. A new two-year project under the Tacis AP 2005 started in January 2008 with the following objectives: 1) to provide policy advice to the Ministry of Education to modernise the initial vocational education and training system and support the implementation of the "National Action Plan for the Reform of Initial Vocational Education and Training System in the Republic of Tajikistan for 2006-2015" adopted by the Government in 2006, and 2) to enhance the institutional capacity to design and implement modernised curricula in the field of initial training through piloting activities and training of key staff of the Ministry of Education, professional institutions at national level and vocational schools.

Within the framework of the support to improving living standards and reducing poverty, a number of skills development initiatives have been financed at grass roots level in the Khatlon region and the Fergana Valley. The EC Delegation in Dushanbe launched a new tender in this field including a VET component with the title "Enhancing individual incomes and improving living standards in Khatlon and Sughd Regions, Tajikistan" (Tacis AP 2005).

In higher education, the EU has provided support through the Tempus programme (since 1995) and will continue to do so within the new Development and Cooperation Instrument (DCI) and also through the Erasmus Mundus programme and its External Cooperation Window Mobility Scheme for Central Asia (since 2006).

In addition in June 2007, the European Council endorsed the Strategy for a new Partnership with Central Asia called European Education Initiative for Central Asia. Through this Initiative, the European Union intends to further support the modernisation in the education and

vocational training sector as part of a more comprehensive strategy to support the efforts of Central Asian countries to consolidate stability and prosperity.

Support by other donors in VET has primarily been provided via the United Nations Development programme (UNDP) with Japanese and Swedish funding for the establishment of modular training centres in Dushanbe and Gharm and creating the capacity to prepare and deliver short-term skills training for young people not entering university and disadvantaged adults. Starting from the beginning of 2008, the UNDP renewed its project to support the modular training centre under the Ministry of Labour and Social Protection in organising training for adults.

The IIZ/DVV (German adult training association) and the DED (German Development Service) carried out a two-year project (2004-2006) to assist in building up the curriculum development capacity for adult education within the Methodological Centre in the Ministry of Labour and Social Protection. Further support has also been provided in teacher training by the GTZ (German Technical Cooperation) and InWent.

Moreover, at present GTZ (in cooperation with DED, and DVV International) has started working on the design of a seven-year project to support the Ministry of Education in reforming initial vocational education and the Ministry of Labour and Social Protection in developing adult training policy. Specifically, in the field of adult training development starting from 2005 a DED expert is working at the ministry to support and strengthen the capacity of the adult training sector and adult training centre's staff in developing curricula, in particular through the DACUM¹⁰ methodology.

The international development and capacity building centre InWent on the basis of the protocol of cooperation signed with the Ministry of Labour and Social Protection in November 2005, started its support for the professional development of masters of in-service training in 2006.

In August 2007 USAID organised short-term courses in the framework of the project "Prepares Teacher Trainers for the Fast Track". This project aims to train instructors from In-Service Teacher Training Institutes to prepare them to deliver training on interactive teaching and learning methodologies. The project is linked to the programme All Fast Track Initiative (FTI), and committed itself to training nearly 3,000 teachers by the summer of 2008.

The Aga Khan Foundation has developed new modular short-term courses for adult training, mainly in the fields of agriculture and tourism. In 2000, the University of Central Asia (UCA) was founded by the governments of Kazakhstan, Kyrgyzstan and Tajikistan, and the Aga Khan. The University of Central Asia was created to offer an internationally recognised standard of higher education in Central Asia and create knowledgeable, skilled and creative graduates who will contribute leadership, ideas and innovations to the transitioning economies and communities of the region. This institution also provides training courses at primary and secondary vocational education levels and for adult education within a lifelong learning perspective through its School of Professional and Continuing Education. The strategic decision to locate the universities in rural areas was to promote the access of the poorer part of the population to education and training facilities.

By far the largest donor input to general education has been the support of the World Bank and the Asian Development Bank. Initially this support was to rebuild school infrastructure. Support for general education is expected to continue during the coming years and may include support to all types of secondary education as part of a move towards a more comprehensive view of the education system including vocational education.

In the field of education, the World Bank has a project on education modernisation for primary and secondary education. This USD 16 million budget project is part of the "Education for All-Fast Track Initiative, Catalytic Trust Fund Grant realisation". Its aim is to improve the quality and access to general secondary education through the implementation of measures aimed at improving management systems, upgrading personnel capacity, improving the quality of textbooks and learning materials and their supply and improving the infrastructure and material and technical basis of schools. In addition, the World Bank has made USD 15 million available to support secondary education. After the shift in responsibilities for initial vocational education,

¹⁰ DACUM is an acronym for developing a curriculum. It is a facilitated process in which expert workers describe an occupation by identifying duties, tasks, knowledge, skills and attitudes.

the Minister of Education has asked the Bank to also focus on vocational education. In this context, the World Bank is working on a functional review of the Ministry of Education and its financing system and legal framework (the report should be ready by the end of June 2008).

ETF intervention: The ETF started its activities in Tajikistan in 2004, becoming the first international organisation to deal with initial VET at systemic level working with the Ministry of Labour and Social Protection. The reform process started very slowly: the ETF launched a debate in the country on a new concept of vocational education in order to provide this sector with a serious perspective of development. The outcomes of the debate became concrete in 2006 with the strategy drafted by the Ministry of Labour and Social Protection of "The National Action Plan for Reform of Primary Vocational Education and Training System in the Republic of Tajikistan for 2006-2015", approved by the government in June 2006. During the same year the ETF published a study on "The Reform of Vocational Education and Training in the Republic of Tajikistan".

In line with the main challenges identified in the National Action Plan, in 2006 the ETF started the implementation of two three-year regional projects involving Tajikistan, Kazakhstan and Kyrgyzstan on National Qualification Frameworks and on Skills Development for Poverty Reduction.

National Qualifications Framework (NQF): the aim of this project is to research and facilitate the VET reform policy debate and to clarify the possible implications of NQF for the country. The project, with a strong emphasis on regional cooperation, is based on facilitating policy learning by national stakeholders. Knowledge sharing with peers from EU and neighbouring countries is particularly promoted as an efficient and effective approach for becoming familiar with technical and policy issues. The development of a pilot Qualification Framework for the Tourism sector provides participants with hands on experience of technical, institutional and policy aspects. The main project outcomes are the development of occupational profiles and the draft of a national NQF strategy paper for wider discussion with policymakers and other stakeholders. The final conference will be held in April 2009.

Skills Development for Poverty Reduction (SDPR): the project was a spin-off of a stocktaking exercise carried out in Central Asia in 2005 on the contribution of skills development to poverty reduction. By the end of the project it is expected that the policy making authorities take into consideration the experience gained from the pilot partnerships as one input into the development of policy guidelines on the opening up of vocational schools; and in the medium term, the authorities in charge of the PRSP process are aware of the need to include VET system reform as a priority to develop an enabling framework which can allow vocational schools much greater room for manoeuvre to create partnerships and develop a training offer more relevant for people.

In 2008 the ETF launched a study on the Tajik labour market situation and its link with migration, in order to assess the employment situation, the structure of the labour market, the impact on labour migration and their relations with the education system. Results will be ready by mid-2009.

4. ETF intervention strategy 2009-11

The ETF's mid-term perspective focuses overall on the provision of information, analysis, and policy advice on human capital development and stakeholder capacity building as well as support to improve the effectiveness and relevance of Community assistance programmes. This focus will be translated into policy advice on comprehensive VET systems, the link between skills development and poverty reduction, and support to the Community programmes in Tajikistan. Stakeholder capacity building for both the definition and the implementation of reform will be key elements of all ETF interventions.

In Tajikistan and in Central Asia in general, a number of international donors appear to show an increased interest in supporting VET policy development and implementation. The ETF will seek to underpin this shift in approach by keeping a close exchange of information with donors active in the country to help these donors direct their support towards key priority areas in education and training policy development and implementation in the country.

Within this framework, the key objective of ETF support to Tajikistan in the period 2009-2011 will be to support the continued development of comprehensive education and training policies and implementation capacities at different levels of responsibility.

This objective will be pursued within the following main policy challenges specially targeted to Tajikistan:

Development of an overall VET policy

A review and redefinition of the overall VET system as an integral part of a comprehensive education policy is necessary. Presently initial VET is hardly considered an integral part of the overall education system and the links between initial and post-secondary VET are limited both in terms of transparency of qualifications, pathways and use of resources. Following the creation of the National Adult Training Centre of Tajikistan (March 2008), under the aegis of the Ministry of Education and Social Protection, links between initial VET and adult education are more and more necessary in order to avoid overlaps and duplications.

The mid-term objective for the ETF support--by informing policy development and implementation processes through policy advice and capacity building activities--is to contribute to the programming and evaluation of human capital development aspects of DCI support in Tajikistan and to assist with VET reform. Drawing on an enhanced network of key stakeholders, the ETF activities will provide inputs--in the form of policy analyses and information support--to human capital development aims linked with economic and social development objectives.

In the planning period 2009 to 2011, the ETF, building on the good results achieved in recent cooperation with Tajikistan in the framework of previous projects, will base its mid-term strategy on the following three pillars under the overall framework of the European Education Initiative for Central Asia:

- Assisting education and training reform through developing and testing methodologies of describing learning outcomes, developing VET programmes, managing vocational schools and training vocational teachers and trainers by building upon the results of the two ETF multi-year Central Asian policy advice projects implemented in 2005-2008 (National Qualification Framework and Skills Development for Poverty Reduction).
- Developing thematic reviews for selected building blocks of national education and training strategies.
- Supporting the delivery of EU assistance through Tacis¹¹ and DCI based on EC requests.

The ETF's role in the area of education and training policy is complementary and supportive to what will be done by the EC (directly by EC Delegation, EU Member States, or through the DCI financed technical assistance), by other donors and by the Tajik Government.

Assistance to education and training reform and to qualifications development

This will be achieved through a strategic connection in the region of Central Asia (possibly in three or four partner countries) between the two previously implemented ETF approaches of addressing the issues of qualifications and skills development at the pilot school level, tourism sector and national education and training policies.

Learning outcomes based qualifications in the sector available from the national qualifications framework project will be the basis for developing and pilot testing a new generation of education and training programmes combining national framework curricula and school-based curricula, including short courses at community level. The latter would also facilitate schools' engagement in local skills development partnerships. School leadership development and training of teachers and trainers at the pilot schools will logically follow as a second phase.

The ETF's facilitation support, plus internal and external expertise inputs, assumes real commitment and active engagement from the national stakeholders.

Development of thematic reviews

¹¹ The project on supporting VET reform in Tajikistan is funded from Tacis AP2005.

The action research activities of the type described above will be complemented by analytical reviews on selected themes which will become highly relevant for the country's reform efforts in education and training, some of them already tackled in the first strategic pillar. There will be a theme selected in agreement with national stakeholders for every year of the planning period. The following themes, which have already been identified by the main national stakeholders of the Ministry of Education and Ministry of Labour and Social Protection, will be proposed as a possible wider choice for the thematic reviews:

- Labour market review and migration survey
- Capacity building for curriculum development and teacher training
- Development of qualification standards and recognition of qualifications
- School organisation and leadership
- Social partnership in education and training (at national, regional, sector and school levels)
- Lifelong guidance for learning and employment.

This strategic pillar will also offer an opportunity to review a theme in more than one country of the region, which would enable comparison and peer learning. In Tajikistan the labour market review and migration survey will be completed by the end of 2009 and a follow up of the results will be implemented during the period 2010-2011 in the frame of lifelong guidance for learning and employment.

Support to the delivery of EU assistance through the DCI

As a third strategic pillar the ETF will continue to support the design and delivery of EU assistance in Tajikistan through Tacis and the DCI based on the EC requests. The ETF is committed to acting as an education and training policy resource for the EC Delegation and technical assistance. The ETF in Tajikistan is also participating in the donor coordination activities led by UNICEF in the field of education and is coordinating activities with the World Bank.

By the end of 2011, ETF activities in Tajikistan will have produced the following outcomes:

- Key policymakers will have reached the capacity to develop a policy of integration of the whole education system including the development of national qualifications, ensuring that policies and programmes are designed in ways that meet the different needs and interests of both men and women.
- Relevant national institutions have developed a policy to define, implement, monitor and finance the VET system.
- Key policymakers, in cooperation with school representatives, have developed methods and tools to ensure quality in VET, through new curricula, new texts and teacher training.
- Policymakers will have been made aware of the role of skills development for employment, poverty reduction and its links with migration.
- Key policymakers will have reached the capacity to make more effective use of EU and other donor interventions in support of human capital development.

The specific objectives for the ETF's work in 2009 will be to contribute to the programming of DCI support to VET reform in Tajikistan, and to assist this reform by informing the policy development and implementation processes through ETF policy advice activities.