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Foreword

This country report covers the review of the vocational education and training (VET) system and policies in Tajikistan. The study has been launched by the European Training Foundation (ETF) in 2010 with the aim to provide a concise, documented analysis of VET reform.

In Tajikistan the study has been implemented with the support of the Presidential Administration, Ms Mavjuda Akhmedova; the Ministry of Labour and Social Protection (MLSP), Mr Subhon Ashurov and Mr Temur Tabarov; and the Ministry of Education (MoE), Mr Farhod Rahimov, Mr Nozim Sidikov and Ms Sharofova. The process has been facilitated by ETF with the support of the Tajik economist Dr Jamshed Kuddusov. Our gratitude also goes to the European Union (EU) Delegation in Tajikistan for their contribution and support.

The work on the country report followed a participatory approach. A focus group meeting was organised in March 2010 with the aim to gather together the main key stakeholders in order to discuss and collect information on the topic. The first draft of the report was afterwards circulated in the country for comments and has been validated in a workshop in Dushanbe in June 2010 with the contribution of representatives from Presidential Administration, Ministries, VET schools, Adult Training Centres, Education Centres, Employers Association, Trade Union, Chamber of Commerce, Public Employment Service.

ETF is grateful for the insights provided by participants during the rich discussions in all meetings.

Executive summary

Economic and social problems in general: Tajikistan is a low income country. After the initial economic collapse which followed independence (1991) and the civil war (1992-1997) recovery started again in 1998 and since then the country has experienced continuous high growth rates until 2008. The global financial and economic crisis has had effects on the Tajik economy in 2008 and 2009, first of all in terms of decreasing of remittances due to the return of migrants especially from the Russian Federation. However during 2009, despite 31% decline in remittances, and difficult markets for aluminium and cotton exports, the economy registered real GDP growth of 3.4%. However, the general economic situation is still very unfavourable. Decreasing activity rates and high unemployment levels lead to serious poverty and social exclusion of the most vulnerable population segments. Subsistence agriculture and small-scale self-employment activities have expanded as one coping strategy against poverty.

VET as part of the solution: Problems of unemployment, migration, low wages (in particular in the education sector) and low quality of education cannot be solved immediately. Any long term solution should be linked to a new human capital development policy. The Government's recognition of education as a tool of social and economic development puts VET high in this reform agenda. Reforms and new institutions aim to better coordinate and manage the education sector as a whole in line with a more comprehensive lifelong learning approach, as also shown by the creation of an adult education system. However, an efficient implementation process has to overcome the challenges of the economic crisis, high poverty rates, the slow implementation of institutional reforms and limited available resources.

Problems facing VET at the moment: Initial VET in Tajikistan up to now has basically fulfilled a social protection function in the country. The system does not deliver the kind of knowledge, skills and competences that would enable its students to find or create gainful and decent employment. Private companies that have jobs to offer are dissatisfied with the skills that VET school graduates possess. Young graduates with traditional vocational qualifications, such as those provided by initial VET, have big difficulties to find employment in the country, and most of them become migrants.

The labour market currently suffers from an imbalance between demand and supply. One of the main reasons why vacancies are not filled is that the skills of workers do not correspond to their diploma/certificate of education. The lack of employer confidence in the quality of the training given to young specialists is a result of the fact that employers are not involved in defining the standards for professional education nor do they participate in the practical training of young specialists. The system of professional education is isolated from the training of young specialists. In other words the system of vocational education is not linked to employers' needs.

Migration a benefit: Tajik migration abroad has many disadvantages (family, low skilled jobs, xenophobia) but can also be seen to have social and economic benefits for the country, with its 40% of the GDP made of remittances. In addition, given the seasonal character of migration, returning migrants bring home also new skills that often are used for creation of new jobs. In this case the development of a live entrepreneurial environment could support job creation with an impact on poverty reduction. To do that it is required not only an open business environment but also strong entrepreneurial skills that could be provided by the VET system.

Equity: Tajik Government aims at eliminating inequity in access to education both for urban and rural areas. However, in these respect there are still many challenges such as the large presence of low income households in rural areas, where the majority of the population lives (73%). This leads to high levels of illiteracy and employment related difficulties, especially for young people and girls, jeopardizing the development of social mobility.

Government's proposed measures to reform education system: The present government's intention is to work on the modernisation and improvement of VET schools, as part of its National Development Strategy and Poverty Reduction Strategy. Quality in education, governance and financing are considered by the Government to be among the key challenges facing the Tajik educational system. A package of measures is aimed at improving the education management system in respect of education and the methods and personnel within the system. These measures are described in the Poverty Reduction Strategy mid-term programme 2010-2012.

Recommendations: The following broad recommendations are made in the light of the above strategy, in relation to VET:

- Build on national consensus on reform priorities, developing a dialogue with social partners involved in education
- Reform the financing of education, as a revised financing system could create strong incentives for change, so that some degree of self-regulatory mechanisms could be built into the way funds are allocated to schools
- Consider schools as the main focus for reform, investing in the training of school leaders to be able to manage their schools more professionally, and in teacher training as an overriding key to educational success (incentives for teachers)
- Reform curricula and update the profiles/classification system

Detailed recommendations:

- Decentralise and allow flexibility in the provision of training programmes for specific local needs and communities' development. Permit the development of more flexible programme of study
- Revitalise the skills development and qualification role of VET through streamlining numerous specialisations into a manageable number of broad occupations or career paths
- Adopt an approach that promotes capacity development in the management of education institutions. This approach should upgrade curricula and text books; upgrade skills and competences of teachers, school principals and administrative staff; promote stronger linkages and cooperation between school and enterprises/work-places; encourage the use of educational infrastructure for initial and continuing training
- Develop social partnership in education at national, regional and school level, by involving the various social partners in linking learning with labour and as a consequence, with skills, competences and qualifications
- Promote entrepreneurial learning developments in order to create synergies between education and enterprise policies; increased competitiveness associated with more open trade systems will stimulate the enterprise performance necessary to meet the challenge of an increasingly unpredictable economic market
- Promote a lifelong learning national strategy covering all systems and levels of education, linking traditional education with informal and non-formal learning. The development of a national qualification mechanism can be a tool to go into this direction. Incentives for learning should be created to improve access to education, guarantee gender balance and equity, in particular for rural remote areas
- Improve the quality and relevance of programmes of studies so as to target gaps in the labour market, and to make vocational, professional and higher education institutions more accountable for quality results. Key elements of this process are the strengthening of quality assurance mechanisms and the recognition of qualifications at national level.

1. Vision and state of the art in vocational education and training

The Government of the Republic of Tajikistan has recently recognized that a well functioning vocational education and training (VET) system is an important element for economic development, social cohesion and political stability (The National Action Plan for reform of primary VET system in the Republic of Tajikistan for 2006-2015, Dushanbe 2006; approved by Government resolution N°

227, June 3, 2006). Therefore, VET is now defined in terms of a human capital development strategy and seen as a driver for the benefit of the national economy.

Since January 2007 the Ministry of Education is responsible for initial, secondary and higher vocational education (Decree of the President of the Republic of Tajikistan, n°143 January 10, 2007 “About improving structures of central bodies of executive power of the Republic of Tajikistan”), while the Ministry of Labour and Social Protection maintains competence for adult education. The Ministry of Education, therefore, in these last years, governed all education levels with two parallel strategies:

- The National Strategy for Education Development of the Republic of Tajikistan 2006-2015 (covering all education levels, excluding initial vocational education);
- The National Action Plan for reform of primary vocational education and training system in the Republic of Tajikistan for 2006-2015 (Decree of Government of the Republic of Tajikistan n°369, June 30, 2007).

The integration of initial vocational education into the Ministry of Education’s responsibility represented an opportunity for a better coordination and management of the education sector as a whole in line with a more comprehensive lifelong learning approach. In 2009, the Ministry of Education recognized the necessity to develop one common national education policy as an important step towards an integrated approach to the education reform in Tajikistan. As a consequence, a new National Strategy for Education Development (NSED) is under development for the period 2010-2020, and in January 2010 the Minister of Education called a meeting with the international organizations dealing with VET, with the specific aim of having their input for the new Strategy and a working group has been established including MoE, NGOs, GTZ, EU, academia and research.

On the backdrop of the assessment that in Tajikistan “the main attraction of the vocational schools at the start of 21st century is the provision of free meals and shelter for children from poor families” (Grootings et al, 2006), the Government, on the basis of the recent decision to make VET a priority for further education policy, since 2004 has allocated more money to education (4.7% of GDP in 2007 against 2.7% in 2004, see Chapter E); in particular wages of VET teachers have been increased at the same level as for teachers in general education. However, the salaries are still low and represents a deterrent to access the teaching profession for the young generations.

The Government priorities for the education system identified in the new National Strategy by the Ministry of Education are the following:

- Governance modernisation, improving both institutional and school management;
- Revision of financial management and efficiency of use of resources;
- Quality of teaching, through in-service training for teachers and masters;
- Improving access for vulnerable groups;
- Improving infrastructure and technical basis.

The priorities particularly related to VET are:

- Revision of professional standards and profiles;
- Revision of curricula;
- Development of social partnership;
- Enhance quality control;
- Revision of legislative framework;
- Provision of modern technical basis;
- Teacher training and teachers’ salaries;

- Grants for girls;
- Access for all.

The priority of improving the quality of human capital in Tajikistan, through vocational training, has been identified both in the Poverty Reduction Strategy (PRS) of the Republic of Tajikistan to 2015 (Decree of the Government of Republic of Tajikistan N°703, June 28, 2007) and in the National Development Strategy of the Republic of Tajikistan to 2015 (Decree of the Government of Republic of Tajikistan n°704, June 28, 2007). The main goal of the PRS in the education sector is to ensure universal and equal access to compulsory education for all girls and boys. However, the VET system is still far from being a real tool for social and economic development and poverty reduction (Kuddusov et al, 2009). The main difficulty is a huge lack of financial resources and capacity building at different levels which makes the policy implementation very difficult.

As far as adult education under the MLSP is concerned, a Government resolution in 2008 has established an adult education system (decree of the Government of the Republic of Tajikistan n°115, March 5, 2008) with the objective of strengthening its material and technical basis and ensuring further development of vocational adult education. A National Adult Training Centre of Tajikistan (NATCT) has been established 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 branches in Kulyab and Garm region have been attached to the NATCT. In addition also two Education Centres in Dushanbe and Xudjand have been created in 2009, with the aim of updating skills to unemployed and potential migrants.

Adult education is a new area in the education system in Tajikistan, and the terminology and definitions are still to be fully clarified. The Law of the Republic of Tajikistan “On initial vocational education” (Law n°21, April 22, 2003 complementary to the Law on Education, n°34, May 17, 2004) at the moment covers also adult education until a specific law for adult education is issued. The main difference between the two systems is that the adult education system does not provide certificates related to educational level but certificates for specific professional skills. Although a legal differentiation between the two systems is envisaged, they should remain strictly interlinked and their development should follow a parallel process due to their complementary nature (Kuddusov et al, 2009).

A new targeted legislation specific for adult education is expected to be soon developed. In a country with a constant growth of labour resources and a low employment level, adult education is mainly seen as provision of skills to unemployed and labour migrants, as a tool to promote poverty reduction, and adapting skills to labour market needs (Kuddusov, 2010). Moreover, at present the MLSP is planning to establish a mechanism of qualification recognition to be managed by a new department within the MLSP becoming responsible for recognition of qualifications. The basis for this initiative is that many labour migrants, both external and internal, have gained different skills and qualifications in various fields which are not recognized officially and their transferability is not guaranteed. This mechanism will support labour migrants and may thus help increase their income and living standards.

A draft programme for adult education till 2015 is under development. The priorities cover the enlargement of the network of adult training centers in all the regions; as the financing from the state budget is not sufficient, other sources of financing are under identification.

All those initiatives, together with the recent Government plans to extend compulsory education from 9 to 12 years (see annex), reveal the importance attributed to education for the economic country development, taking into account the development of its human potential. The ability to address the implementation of those policies was seriously complicated by the impact of the economic crisis and the high poverty rate (see annex table 23), as well as the slow implementation of deep institutional reforms and an effective use of available resources, as stated in the Poverty Reduction Strategy mid-term programme 2010-2012.

In order to advance in this area particular emphasis should be given to the development of new programmes based on occupational and educational standards agreed at national level. A structured social dialogue should be established.

2. External efficiency: Addressing economic and labour market needs

The three main economic drivers that shape the demand for skills in Tajikistan are: migration, informal employment and private enterprise development.

The National Development Strategy for the period to 2015 (approved by the Government in 2006 as the main programme document of the country) highlights priorities for the development of industry. It envisages diversification of the economy and strengthening of export capacity by implementing measures aiming to diversify agricultural production and promoting capital investments.

GDP growth has been robust at about 9% per year on average from 2004 to 2008. Inflation has dropped from 38.1% in 2001 to 7.1% in 2005, increased to 10.2% in 2006 with a 12% in 2008 and 13% for 2009, mainly due to the increasing food prices. The main contributors to GDP are industry, agriculture, construction, trade, services, transportation and communications. Remittances from labour migrants represent 40% of the GDP. Foreign investment in Tajikistan is growing annually. More than a half of the investment is from non-CIS countries, mainly China, Germany, Cyprus and the USA. Of the CIS countries, Kazakhstan is the largest investor. Investments are largely in the form of joint ventures. Tajikistan markets are flooded with cheap Chinese goods although, according to official statistics, China supplies just 10.8% of the total amount of goods imported by Tajikistan. The competitive capacity of goods produced in Tajikistan is low and, referring to Tajikistan's accession to the World Trade Organisation that is currently being negotiated, Tajikistan is incapable of competing in the international market for goods and services (ADB, 2007). However, despite the global financial and economic crisis, during 2009 "Tajikistan has shown strong resilience in the face of sizable external shocks. Despite the 31% decline in remittances, and difficult markets for aluminium and cotton exports, the economy registered real GDP growth of 3.4%" (Statement at the Conclusion of an International Monetary Fund Staff Mission to the Republic of Tajikistan, Press Release No. 10/37, February 12, 2010).

Tajikistan is faced with a difficult demographic situation. High birth rates during the last decades have led to an increase of the working-age population from about 2.5 million in 1991 to 3.9 million in 2006. At the same time official employment has remained virtually unchanged at around 2 million, after having experienced a low of 1.7 million in 1999. The official unemployment in June 2006 was at 2.4%. 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, only 20-30% of the existing industrial potential is being utilised, meaning that the industrial sector still does not create enough jobs. The general unemployment rate in urban areas is four times higher than in rural areas (18%). The table below shows the unemployment rate by educational level and gender.

	Unemployed	HE % (ISCED5)	Secondary Specialised% (ISCED 4)	IVET % (ISCED 3)	Secondary 11 class % (ISCED3)	Basic general9 class % (ISCED2)	Primary4 class % (ISCED1)	No education%
Total	195,950	5,6	8,0	7,5	7,1	8,1	10,2	14,0
Male	101,600	5,4	6,3	7,4	6,7	5,7	8,6	14,3
Female	94,350	6,6	10,9	7,9	7,7	9,6	11,5	13,8

Source: State Statistics Committee of Tajikistan. Analytical report on a survey of the workforce in Tajikistan. Dushanbe, 2005, p. 68.

Labour migration is the result of a lack of labour choice in the country for the majority of the migrants, in particular from rural and remote areas. It is recognised as an efficient tool to maintain low the social tension and to support skill development not directly provided by the VET system (Kuddusov, 2010).

In addition to the migration factor, the increase of the working-age population has particularly affected the informal sectors. In the state and collective sectors the decrease of employment is generating unemployment and low levels of wages; employment in the informal sector grew by almost 300% over the period 1991-2005. According to 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. Informal employment does not bring high and stable income, working rights are not fixed and workers are vulnerable and socially unprotected. Informal employment also generates a number of social and economic problems, as it does not contribute to the tax system having an impact on welfare. However, the informal sector has also a socially positive effect because it generates income, impacts on poverty and increases the access to social services (education, public health) which require payments. Many services in the field of education or public health have to be paid for and this has limited access for the most vulnerable people.

The informal sector in Tajikistan is an important part of the economy and it also has an influence on the labour market needs. It is mainly made of household-based enterprises or corporate enterprises owned by households that produce goods and services to be sold in the market without a legal status. The following categories of activities are part of the informal sector:

- Persons performing entrepreneurial activities without registration as legal entities or on an individual basis whether or not they have been registered with the state authorities as individual entrepreneurs
- individuals working in farms who are not registered as legal entities
- individuals employed by natural persons as individual entrepreneurs
- persons working on family farms (personal subsidiary farms)
- assistant family members working on leased land to produce agricultural products.

The specific weight of the shadow economy as calculated by the authorities represents 25% of GDP in Tajikistan. In reality, this figure is significantly underestimated. Taxation policy in Tajikistan is a major factor in stimulating informal employment. Four taxes in 2003 (VAT, the sales tax on cotton and aluminum, the social tax and customs duties) provided 69% of tax revenues. The tax system draws on 6 sources, none exceeding 1% of tax revenues in the budget. However, tax revenues from small-scale enterprises are very small. As a result, the area covered by taxation is shrinking and many workers are left out of the system of state social security. Entrepreneurs consider ineffective fiscal policy and high tax rates to be the main obstacles to normal operations and expansion of business activities (Jabbarov, 2004).

With the current level of shadow economy and given its tendency to grow, there is an urgent need for its legalisation. It is a complicated task since many agents with influence in the executive authorities and agencies of state administration combat for its preservation.

Formal sector employment was not able to reduce poverty in Tajikistan and the large informal economy has reduced government revenues that could have been used to improve services and social assistance for the poor (World Bank , 2004).

The Tajik labour market lacks qualified people in most branches (medicine, construction, education), it is not sufficiently transparent and 70% is rural. Every year 18-20,000 vacancies remain unfilled, mainly because the unemployed do not possess the professional skills and competences for the jobs, particularly requested by the private enterprises. Although there is a demand for labour in all firms, employers are not satisfied with candidate qualifications. The skills offered on the labour market suffer from a lack of qualifications or fail to meet an employer requirement which, to a considerable degree, prevents the enlargement of many firms (Olimov, 2007). This is corroborated by a survey conducted among 100 firms in 2008 (ILO, 2007a).

The professional quality of labour resources is not improving. The current status of the labour market in Tajikistan is the result of the imbalance between demand and supply (Ashurov, 2007). The mismatch between labour market requirements and the educational system offer is largely due to the lack of mechanisms linking labour market needs to the educational training system. The educational system is hence isolated from the labour market. This situation is reflected in the paradox that

vacancies remain unfilled due to lack of relevant competences provided by the education system while a high number of unemployed people exist at the same time. The position of women in the formal labour market is 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. In general, female wages are almost 46% less than male wages (ILO, 2009).

A nomenclature of outdated professional profiles not any more requested on the labour market still exists. Most vocational schools still use outdated programme to train for professions not relevant any more. The main indicator of the absence of the vision of the labour market requirements is provided by the National Strategy of Education development 2006-2015 where any relation to the labour market is missing.

The VET system at the moment is not in a position to provide skills for the economic development of the country, as the vocational schools are trying just to survive, in particular in the rural areas, where there is also a serious lack of teachers (Olimova, 2010). The situation, recently, is slightly improving thanks primarily to donors support.

60% of the students enrolled in VET are financed by the public budget, 40% pay fees. The income obtained with the fees allows some vocational schools to increase salaries to teachers, to provide in-service training (not covered by State budget) and to relatively modernize their technical materials and tools.

One of the main problems in addressing the skills needs by the VET system arises from the lack of cooperation of vocational schools with enterprises. In the past it was compulsory for enterprises (all State) to provide possibilities for internships for students. This tradition is maintained only by the few State enterprises still present in the country. The new reality is the creation of small and medium private enterprises that are the drivers of the economic development but have a lack of understanding, resources and incentives for cooperation with education institutions.

The small and medium private enterprises still have to develop their involvement in education, in a way that it can bring an advantage to them in terms of well trained staff. In addition, there is a tendency to hire relatives or friends, instead of going through a transparent selection process to hire staff on the basis of needed competences and skills in the enterprises. However, a growing understanding of the need for skilled workers is emerging in order to remain successful on the market.

The lack of a structured mechanism at national level for the dialogue between education and business jeopardises the implementation of practice placements in enterprises for vocational students. This makes the transition from school to work very challenging, as identified in the focus group with vocational students carried out in 2009 in the framework of the ETF initiative 2009-2011 "School development for Life Long Learning in Central Asia". However there are also some examples of positive experiences, in particular in the fields of telecommunications, ICT, construction and tourism, but always based on individual initiative (see fiche in section F).

The actions to be taken for breaking down the barriers to address the economic challenges are clear for all the involved parties in VET. One of the main challenges is to develop professional and educational standards (for each profile) at national level, basing educational standards on new professional standards. Those standards will be used to modernise curricula that are outdated. At the moment professional standards are developed for 5 professions out of 96.

The issue of new professional standards is linked to the development and challenges of the labour market: in the period 1991-1998 all branches of industry nearly collapsed. In the period 1998-2007 certain spheres of industry could experiment some degree of growth. However this growth does not balance out the general decline and employment in industry is steadily falling. Another significant factor constraining production growth is insufficient energy availability (electrical power and natural gas). In the low-water season, when water levels drop significantly in the rivers feeding the Nurek water reservoir, power generation decreases. During the Soviet period, the deficit in power generation was met by Uzbekistan (by way of reimbursement for water) and partly by Kyrgyzstan. With the transition to a market economy, supplies have decreased dramatically and the Tajik government has to introduce restrictions on power consumption during autumn and winter periods (8 months) every year. This affects all branches of the economy and the population. As a result of an accrued debt, natural gas supplies are also being cut down. Lack of a proper level of regional cooperation prevents water and energy-related issues in the Central Asian region from being resolved. A lack of necessary investment impedes completion of the Rogun hydropower plant, where the readiness condition is high.

Putting this energy jumbo into operation would not only ensure energy security for the country but also development of other branches of economy. The lack of electrical energy is substantially hampering increased production of aluminium and processing of agricultural products, not to mention other branches of the economy.

The private sector involvement in the economy and in the development of entrepreneurial activities is the driving force behind economic growth. This is why the government is pursuing a policy of denationalisation of the economy. In the period 1991-2007, a total of 9,939 enterprises and organisations were privatised. The privatised enterprises are concentrated as follows: 2,578 trade enterprises (25.9%), 2,597 consumer service enterprises (26.1%) and 1,543 agriculture enterprises (15.5%), 443 industrial enterprises (4.5%), 389 construction enterprises (3.9%) and 289 transportation and communication enterprises (2.9%). As of January 2008, a total of 55,787 enterprises and organisations were registered in Tajikistan. In the last ten years, their number has increased a bit more than three times. In 1998 the enterprises were 18,076 (44.9% private); in 2007 they were 55,787 (59.7% private). The number of private enterprises and organisations is rapidly growing, with annual growth amounting to 3,500 new entities. The number of state-owned, collective and other enterprises is also increasing, but their specific weight in the total number of enterprises is decreasing annually. In non-production branches of the economy enterprises and organisations are mostly concentrated in governance (3.7%), education (2.4%), health care (2.0%) and public associations (5%) (Kuddusov, 2010).

The reduction of workplaces in the public healthcare sector and the insignificant increase in workplaces in education (1.7%) is a concern. High population growth and the increased demand for services explain the need of growth of healthcare and education institutions. However, even though the state pays a great deal of attention to the construction of new hospitals and schools, it does not stimulate the growth of workplaces in these sectors. The workload is thus growing whereas wages remain low in these two female dominated fields.

Migration and external labour markets also have an influence on education choice. Executive authorities at all levels, state administration bodies in charge of the economy, labour market, social protection and education are aware that labour migration to other former Soviet Union countries (mainly to the Russian Federation) has become a big phenomenon in the last 10 years. "The most interesting phenomenon of Tajik labour migration is that more than half of all migrants lack professional qualifications, with 57% of respondents stating that they had no professional skills when they left the country in search for employment. A great number of young migrants had not worked anywhere prior to their departure and had no professional skills" (Olimova, 2003).

Serious barriers for the development of a modern Tajik VET system are the general lack of financing, lack of competent managers, trainers and teachers also in terms of pedagogical skills, with weak technological basis. The new adult education system still lacks specific methodology of adult learning and there are no Tajik specialists in this particular field (Kuddusov, 2010). This is also corroborated by the findings of a survey conducted by the group monitoring progress of the Poverty Reduction Strategy Paper attached to the Executive Office of the President of Tajikistan, which concluded as follows: "The current situation in the system of initial professional education and training in the country is characterised by largely obsolete (physically and morally) training facilities poorly tailored to labour market demand in terms of curriculum, human resources, irrational organisation of the educational process and inefficient management of the process of training a qualified labour force" (Asia-Plus 8 August 2005).

As VET modernization is now high on the Government agenda, there is the expectation that some improvements will be implemented. In addition, the division of adult education and initial/secondary vocational education are seen as different components in the overall process of education development. In this respect, further clarification of inter-ministerial coordination is required. The problem is linked to a concept of life-long learning that is not legally developed and understood. This does not encompass unemployed people who are obliged to follow re-training courses organised in the Education Centres (created by MLSP in 2009) to provide qualifications to labour migrants and to train non-skilled migrants and unemployed. Migration is the first example of changing job; otherwise the tendency is to keep the same job for the life, in a context where requalification is not legally defined and a system of qualifications and recognition is not developed.

With a level of vocational education among 43% of labour migrants and 40% of the GDP based on remittances, the system of vocational education is partially reoriented to meet the needs of migrants. Any investment in the vocational training of migrants can only increase the earnings of migrants as

professional workers (Kuddusov, 2010). Considering the seasonal character of migration and the high numbers of migrants returning home, skilled migrants should be able to find or to create a job upon returning home and this would also have an impact on the reduction of poverty in the country. This would represent a new State approach to job creation, in terms of supporting a growing entrepreneurial environment. In addition priority should be given to the provision of entrepreneurial learning already at school level.

3. External efficiency: Promoting equity and addressing social demands for education and training

The three main social challenges that shape the demand for skills in Tajikistan are: low income households, lack of choice in rural areas with a gender effect, and youth employment.

Formally, the VET system is accessible for all, but in practice it is not the case for children (especially girls) of low income households living in remote areas, and for children with special needs.

The legislation aims at eliminating inequity in access to education both for urban and rural areas. However, the main difficulties in accessing education for all are related to lack of electricity in rural areas; no heating in rural schools that remain closed during the winter time; long absence of children in rural areas because involved by parents in agricultural work; lack of teachers, especially in remote areas; general lack of qualified teachers; lack of technical material in rural schools; lower educational status of parents in rural areas, with the tendency to penalize girls in terms of education; remoteness and inaccessibility of schools in some locations. For children with special needs there is also a stigmatization problem in addition to the lack of competent teachers and proper school infrastructures.

In the survey carried out in the framework of the ETF project on human capital development and equity in Tajikistan in 2009 emerged that “most respondents think children with disabilities should not attend public secondary schools. This attitude is particularly prevalent among rural residents where 78.5% of respondents believe that children with special needs should not attend mainstream schools” (Olimova, 2010).

According to the multi-cluster survey in the National Census of 2005, almost every fifth individual of an age eligible to attend secondary school is not enrolled. Those children either dropped out of school or are still enrolled in primary school. In addition, the ETF survey shows that 15% of high school students do not attend classes. The data from TLSS 2007 show that there is a growing disparity in enrollment among regions, socio-economic groups, age and sex and also geographic differences are significant factors in determining attendance of secondary as well. In addition, attendance is higher in urban areas than in rural. Maternal level of education and economic background of students have a significant impact on school attendance rates in secondary schools as well. The rate of school enrollment significantly falls for all levels above the basic level of education. Mostly girls drop out of school after achieving basic education. Children from low income families have the highest level of school dropout rates.

The most significant disparities in school enrollment are found in gender categories. The share of boys enrolled in schools and aged 8-18 years is 95%, while the share of girls enrolled in schools and in the similar age category is 87% (TLSS 2007). Inequity in school enrollment is not as evident in primary schools, since the sex ratio of students in primary school is close to 1.00. However, this number falls to 0.83 for students in high school. This implies that for each 10 male students in high school there are only 8 female students.

Given the table below, we can see that boys are more likely to complete secondary education than girls, since girls are likely to drop out of school after grade 4. The gender inequity is also smaller among children from wealthier families and in urban areas. The level of maternal education also has a noticeable impact on gender inequity in attendance rates. In families, where mothers have only primary education, only 45.1% of girls and 79.4% of boys continued to attend school after the 4th grade. In families, where mothers have university education, 93,3% of girls and 96,3% of boys attend high school (see table below).

The major cause of gender inequity is employment of girls for home labor and as caregivers for younger siblings. Studies of child labor in Tajikistan show that girls spend much more time on housework than boys. Girls of ages 13-15 spend the most time on housework. The girls of this have

enough capabilities to perform complex types of housework such as cooking, cleaning, caring for younger children, working in garden, sewing and mending. Several programs, such as one studying the impact of free school meals, have shown that free school meals and the opportunity to take home your school meals can stimulate the return of girls to schools. 66% of girls were willing to continue their education at high school (after grade 4) if they were provided with free school lunch. The table below shows the gender inequity, in terms of coefficient of attendance (CA) in primary and secondary schools in 2005.

	CA for primary school (girls only)	CA for primary school (boys only)	Gender inequity index for CA for primary school	CA for secondary school (girls only)	CA for primary school (boys only)	Gender inequity index for CA for secondary school
Dushanbe	94,1	95,9	0,98	74,9	93,1	0,80
Urban areas	90,6	87,9	1,03	77,9	90,7	0,86
Rural area	87,3	89,5	0,98	73,1	88,7	0,82
No maternal education	52,0	81,7	0,64	52,2	74,3	0,70
Lowest consumption quintile	85,8	90,2	0,95	69,7	84,6	0,82
Second consumption quintile	87,3	89,1	0,98	66,9	90,2	0,74
Average consumption quintile	87,8	87,3	1,01	74,8	90,1	0,83
Fourth consumption quintile	87,3	87,8	0,99	77,4	87,7	0,88
Highest consumption quintile	93,3	91,0	1,03	84,8	94,1	0,90

Source: *Tajikistan: Cluster Survey, 2005*. State Statistical Committee, Dushanbe, 2007.

According to the ETF survey, one third of high school student respondents (33.8%) are not planning to continue their education, because university/college education is too expensive. The same share of high school students believes that their level of education is enough for them. According to poll results, 66.7% of respondents think that educational opportunities for poor people are limited.

There are a number of free-of-charge education programmes accessible to the poor (differentiated courses with different quality from the courses with fees). For courses funded by the state, students who receive the grades 'good' and 'excellent' are paid a monthly stipend of 25 and 35 TJS, respectively. To support the brightest students, what is called 'a presidential stipend' of up to 120 TJS a month is paid. Students coming from other cities are provided with a dormitory place, although places are unfortunately restricted.

In addition there is the problem of early school leavers, in particular for children of low-income family from rural areas who have to work in the fields (Olimova, 2010). According to UNESCO data for 2006, 9% of children were registered in preschool institutions, 100% of children were registered in primary education, 83% of children were registered in secondary education and 19% were registered in tertiary education, as shown in the table below.

Education participation rates 1999-2006

	Participation rate			2006
	1999	2002	2006	Average for region
Pre-primary enrolment (%)	8	8	9	28

Primary enrolment (%)	98	97	100	100
Secondary enrolment (%)	74	79	83	91
Tertiary enrolment (%)	14	14	19	25

Source: UNESCO Institute for Statistics (<http://stats.uis.unesco.org/>)

The accessibility of the schooling system is better reflected by the level of attendance. According to the UNICEF Multiple Indicator Cluster Survey (MICS) programme data for 2000, the level of attendance in primary schools was 82.9%, and according to MICS 2005 data, 88.7%. The coverage coefficient for basic education (grades 1-9) was 96.5%, and for secondary education (grades 10-11), 46.9% (Kuddusov, 2010).

An important way to judge the efficiency of the linkages between the VET system and the labour market is to assess the opportunities for transition from education to work. Many direct and indirect factors determine how hard or easy it will be for young people to enter the labour market where they should be able to start benefiting from previous investments in education and continue improving their working skills. The issue of transition from training to work has been studied very little in Tajikistan. It was only in 2007 that, inspired by an ILO commission, the Centre for Strategic Studies attached to the Executive Office of the President of Tajikistan carried out a large-scale study of issues associated with the transition from training to work. The study was conducted in 28 cities and districts of Tajikistan and included 4,332 respondents (ILO, 2007b).

Youth unemployment is a major problem in Tajikistan. The share of young people aged 15-29 years being unemployed and registered with the employment services is 60-65%. The table below shows the youth unemployment in Tajikistan in 2000 and 2004, date of the conduction of the last Labour Force Survey¹.

	Census 2000			LFS 2004		
	Total	Men	Women	Total	Men	Women
Unemployment rate (% of the economically active population)	9.28	9.00	9.62	7.40	6.58	8.54
- Aged 15-19 years	16.87	18.52	15.25	9.43	8.84	10.1
- Aged 20-29 years	11.46	11.67	11.21	10.22	9.71	11.01

LFS: Labour Force Survey. International Labour Organisation methodology.

Source: State Statistics Committee. Analytical report on labour force survey in Tajikistan. Dushanbe, 2005, p. 64.

The unemployment rate among economically active young people was 9-11% based on the LFS of 2004 data. The average age of unemployed persons was 29.6 years. Young people just beginning their working career often have no working experience or professional skills. Over half of working young people did not receive any professional training in their current field of work. Employment-related difficulties can be presented as a succession of interrelated drawbacks and gaps that accompany young people from early childhood, as follows (ILO, 2007a):

- Large number of household members with low average incomes
- Lack of conditions and funds to receive a complete education
- Obstacles in receiving a proper education related to parental prohibition (mainly for girls)
- Poor employment status and low level of education of parents
- Discontinuation of education and school abandoning

¹ There is data related to a labour force survey in 2007 but data on unemployment do not follow the ILO methodology, therefore it is not comparable. LFS 2009 data will be available in August 2010.

- Poor career expectations and lack of career guidelines
- Early marriages (16.4% for females) and birth of children.

These challenges have a long-term impact. The difficulty in finding the first job is more and more extended. More than a third of young people have not started their transition from school to work, and of these, 28% are inactive. There are more inactive young people in urban areas, because in rural areas it is not difficult to find very low-skilled jobs, in particular for young people from poor families (Kuddusov, 2010). This becomes a deterrent for many young people to continue their studies, with the result of an increased illiteracy among children from poor families, particularly girls in rural areas. According to a survey conducted in July-August 2005 in the Khatlon province among 712 households, about 12% of the members of the surveyed households could not read or write (IOM et al, 2006).

As stated in the PRS 2010-2012, government recognizes that one of the most challenging task in education is to provide better access to education for girls and boys, especially those from social vulnerable segments of the population. However given the limited resources, a large scale government intervention is not possible. Attention will be focused on making more effective use of the available funds and methods and on developing new mechanisms to support children from vulnerable groups. In order to overcome barriers to school attendance, which is directly linked to poverty, school children in the primary grades will be given hot meals. Targeted economic assistance will be provided to children from needy families, with resources concentrated on the poorest and most isolated areas of the country. The transition to 10-year compulsory education system is seen by the Government as a way to improve gender inequality in the education sector and bring the education system in line with international education standards (PRS 2010-2012).

The concept of lifelong learning and career guidance is still not widespread and young people do not have a real understanding that, in the current socioeconomic situation, additional professional training could provide support to their working career. In addition, vocational education is not popular due to its low quality and does not provide evidence of successful results for getting a profession and improving social mobility.

The main areas of intervention should be related to the expansion of access to education for excluded social groups: women, poor, villagers living in remote mountain regions. In particular for women, it is important to carry out information campaigns to encourage them to obtain technical and vocational education through career development sessions and dissemination of information on career opportunities. It is recommended to expand access to education to poor and rural residents.

In order to make education individual choice more equitable, in particular vocational education should become more attractive; standards of professional training should be developed in order to reflect the needs of both internal and external labor market. It is recommended to improve management and coordination of education: to introduce strategic planning and coordination among government agencies, donor agencies, businesses and public organizations at regional and local level.

4. Internal efficiency, quality, governance and financing

The National Programme for Education Development for 2010-2015 states the falling quality in education as one of the key problems in the educational system. The biggest drop in education quality has occurred in rural areas and improving the quality of education has been made a priority of the National Strategy for Education Development of the Republic of Tajikistan for 2010-2020 and the State Programme for Education Development.

The three main problems concerning the internal efficiency and effectiveness in the VET system are: financing, capacity / institution building at macro and micro level and low quality provision

The public expenditure on education in 2008 was implemented as part of the National Development Strategy to 2015 and the Poverty Reduction Strategy for 2007-2009.

The public expenditure on VET in 2006 was 0.1% of GDP and 0.11% in 2007. For secondary education the public expenditure was respectively 0.57% and 0.55%. In relation to the whole expenditure for general education, the allocation for secondary education was 2.93% in 2006 and 2.48% in 2007. For initial vocational education was 0.6% and for secondary vocational education was 3.55% in 2006 and 2.73% in 2007.

In period 1996-2004, funding for education has increased by more than 130%. 77% of the budget is spent on secondary education, and only 8% goes to secondary and higher vocational education. 73% of funds are spent on school staff (Education: some more, others less?, UNICEF 2007, Geneva, Regional Office in Central and Eastern Europe and the Commonwealth of Independent States, p. 140).

In the initial vocational education system, there are 68 institutions, attended by 20,912. They represent 11% of the total number of students in general secondary education, with a ratio of 9 students per teacher, and 130 students per each administrative staff member. Cost per IVET student in 2006 was 396 TJS and in 2007 508 TJS.

In the secondary vocational education system, there are 53 institutions, attended by 33,600 students. The ratio students/teacher is 13:1 and the cost per secondary VET student in 2006 was 348 TJS and 348 TJS in 2007.

The government recently reformed the public education budgetary system moving to the allocation of funds on a per capita basis for each school (government decree 505, 3 October 2007) in order to lower the inequity inherent in the flat rate funding of schools. This per capita approach has already lowered regional inequities, although it presents new challenges to school principals and accountants who are forced to take a more active role in managing their finances and in attracting additional resources from private institutions. This approach calls for new management capacity, strategic planning and self-governance skills previously not required for such positions.

A package of measures aimed at improving the use of government funding of the educational system, increasing public funding and attracting private resources to this sector is planned in order to establish a more effective system for the use of available resources. There are plans to adopt a Conceptual Framework for the Financing of Education in the Republic of Tajikistan until 2015 and to continue the pilot programme for a per capita financing system, which are aimed at: increasing transparency in the use of public resources; establishing a close connection between the funding and the performance of educational institutions; distributing resources by taking into account the number of students and the specific regional or local conditions; and granting educational institutions considerably more freedom and responsibility in the allocation of government resources. The introduction of a new salary system will more closely link the remuneration to teachers' qualifications with the real labour costs of teachers and will prevent teachers' resignations. It will also help improve the quality of education. The proper organization of the system for delivering paid services by public schools and intensive efforts to support the development of private educational institutions will create opportunities for injecting additional funding into the sector and reallocating some government funding to meet the educational needs of children from the poorest and the most vulnerable segments of the population (PRS 2010-2012).

The Government actions to improve the education management system are identified as follows:

- clarifying and assigning and/or limiting functional responsibilities of the various administrative bodies in the sector;
- optimizing the network of the basic and secondary schools, which will allow for better use of resources, while maintaining and increasing the coverage of the primary and basic secondary education;
- increasing the independence and responsibilities of educational institutions, while involving parents and the communities in the organization of the educational process and quality control;
- strengthening the potential of school principals and other administrative personnel;
- enhancing informational support to education and establishing a monitoring system of school activities and the quality of education;
- studying the demand on the labour market for qualified personnel and re-focusing vocational and professional educational institutions to meet it.

Also the improvement of methodological and personnel support to the educational system is considered as vital in order to raise the overall quality of education. This will be addressed by updating educational content, improving curricula and study programmes, and preparing textbooks that reflect

new approaches to education. There are plans to include changes in the educational sector – to convert basic secondary education schools into a ten-year compulsory system of education. Another important focus is the re-training and professional development of teachers aimed at improving the quality of instruction and reduces the shortage of teachers, particularly in the rural areas. There are plans to organize professional development courses for teaching personnel, taking into account modern requirements for introducing new technologies in the educational process. Local government bodies will take steps to attract young teachers to work in the rural schools and thus help resolve this problem. An independent educational quality control system will be set up and the possibility of correlating school performance assessments to its results will be studied (PRS 2010-2012).

Students entering the initial VET system have a general lack of knowledge of basic subjects, in particular in rural schools. Additional courses are foreseen for such students, but not always implemented by the school because of the lack of teachers. As a general issue, the school management is weak.

An external system of quality assessment is implemented in the country by the Ministry of Education through the State service for quality supervision. Once every 5 years the school is assessed by a Commission both for provision and teachers; once a year assessment/monitoring of students' knowledge is carried out. In reality, only a general check is implemented on how the learning process is implemented. At the end of each cycle an exam is foreseen. The examination at the end of the cycle foresees the participation of a State commission with the involvement of employers (usually the chairman of the examination committee). There are also exams to have entry secondary education, but teachers complain about the low educational level of students. The adult education system has the same system of examinations, but without entrance exams.

Since 1991 the quality of school education has deteriorated considerably with a consequent deterioration of relevant skills for the labour market. In particular, the reduction in funding for the educational sector led to a decline in the quality of education, a fall in the school attendance rate and a deterioration of the educational infrastructure. Only from 2005 did financing of the educational system increase, to 3.5% of GDP. However, the Ministry of Education estimates that to solve the crisis in the educational system the share of expenditures in the GDP needs to be increased at least to 10%. The table below shows the percentage of public expenditures on education in the last years.

Year	2004	2005	2006	2007	2008
Share of GDP spent on education %	2.7	3.5	3.4	4.1	4.7
Share of state budget spent on education %	15.1	18.0	17.8	15.1	15.4

Source: Education in the Republic of Tajikistan, 2008

Low wages in the educational sector have caused a significant outflow of qualified teachers. In the period 1991-2007 the share of teachers with higher education dropped from 76.6% to 61.5%. At the same time the share of teachers with secondary pedagogical education increased from 14.1% to 23.6%. In 1991 the percentage of women teachers was 37% but by 2007 the percentage was 52%, because of mass leaving of male teachers.

The table below provides figures on teachers (data from the *Annual report* of the Official Statistics).

Teachers							
	1991	1998	2001	2005	2006	2007	2008
Number of teachers in secondary schools	99,100	94,900	100,200	98,900	99,900	99,400	96,100
Teachers – Women %	37%	43%	46%	50%	52%	53%	55%
Wage, TJS	295	6.44	17.25	75.41	102.11	140.79	181,57
Total secondary schools	3,229	3,560	3,695	3,804	3,830	3,810	3,817
Secondary school students	1,325,400	1,451,300	1,579,500	1,682,000	1,688,400	1,692,100	1,691,900

Workload: student/teacher ratio	13.4	15.29	15.8	17.0	16.9	17.0	17,6
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The table below shows the students/teacher ratio more in detail:

	2005	2006	2007	2008		
General education						
Number of teachers in secondary school, Thousands	98,9	99,9	99,4	96,1		
Number of students in secondary school, Thousands	1682,0	1688,4	1692,1	1691,9		
Teacher/students ratio	17,0	16,9	17,0	17,6		
Vocational Education and Training						
1. Initial Vocational Education						
Number of teachers, Thousands	2,3	2,275	2,59	2,59		
Number of students, Thousands	24,97	23,3	20,9	21,5		
Teacher/students ratio	10,86	10,2	8,1	8,3		
2. Secondary Vocational Education						
Number of teachers, Thousands	2,561	2,561	2,561	2,561		
Number of students, Thousands	31,8	32,4	34,0	34,1		
Teacher/students ratio	12,4	12,65	13,3	13,31		
3. Adult education						
Number of teachers, Thousands	Data not available					
Number of students, Thousands						
Teacher/students ratio						

Source: UNESCO, 2009

Although the level of general education coverage within the country is still very high (over 98%), the level of professional education of the population has dropped considerably. In the period between two censuses (1989 and 2000), the professional educational level of the population decreased 1.5 times. According to the census of 2000, of the working-age population only 15.5% had professional education. At the same time, while the share of persons with tertiary education decreased by 20%, the share of persons with vocational education decreased almost twice.

The level of professional education varies greatly between men and women. According to the LFS of 2004 there are 2.4 times more men with professional education than women. This correlation by educational level is true both for urban and rural populations. The urban population traditionally has higher levels of professional education.

The initial vocational schools mainly survive on the basis of their own incomes from large land plots, preserved agricultural machinery, repair works, etc.

Each year every school principal provides the MoE with information on financial needs and their requests are never fully satisfied. For the period from 1996 through 2004 the volume of funding of education in Tajikistan went up by more than 130%. However, 77% of the total funds are spent on the system of secondary education, and only 8% are channeled into financing the systems of secondary and higher professional education. 73% of all funds are spent on school personnel (UNICEF, 2007).

The education system at the moment is facing a deficit of places for pupils in schools (around 700,000). Government would like to develop private schools, with incentives like tax exemptions. As a consequence of such a deficit, around 130,000 young people every year join the labour market

without any qualification. Most of them migrate to the Russian Federation and Kazakhstan without any skill.

Each school can accept a maximum number of students as decided by the MoE; the situation is revised every year in case the number of students changes. The Service for quality supervision provides licence for a new speciality (when it is requested) with the indication of the maximum number of students that can be trained in this speciality. State budget is allocated on the basis of the school facilities. This is done in accordance with the resolution of the Government № 505 dated 3rd October 2007. The decree establishes new conditions and procedures for financial institutions per student; it contains guidance on calculating per capita norm, budgeting and use of funding. It is expected that by 2010 all schools of the country will be transferred to per capita funding.

At the moment any specific action to address the efficiency and quality challenges of the VET system is under implementation at National level.

It is difficult to assess cost effectiveness and returns to education in Tajikistan since no statistics are available and no research has been conducted. A content analysis of each stage of the Tajik education system reveals serious gaps which, in the recent history of Tajikistan, have negatively affected educational standards and considerably reduced education efficiency, in spite of the fact that the evidence is that the population needs quality education and is even prepared to invest its own funds in better education (Kuddusov et al, 2009).

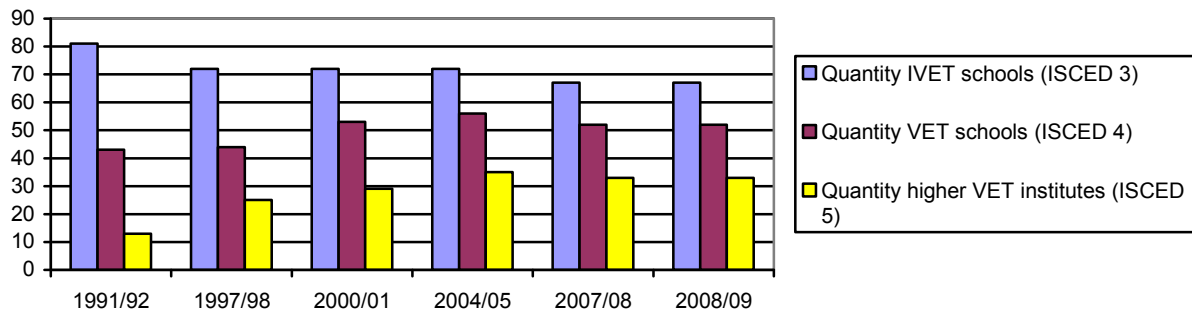
According to officially published statistics, in the period 1998-2007, basic schooling was completed by an average of 130,000 students annually. There were 65,500 upper secondary school graduates. The entire vocational education system, including 68 vocational schools (PTUs), annually admitted an average of 15,700 students in the above period. Technical colleges admitted an average of 9,000 students per year and higher education institutions admitted 26,000 students per year.

As a consequence, about 60-80,000 basic and secondary school graduates annually remained without any professional education. These unskilled young people entered the labour market and, if they failed to find a job, entered the economically non-active population or they decided to become migrants. In this sense migration becomes also a way to get skills and competences outside the Tajik VET system or labour market (Kuddusov, 2010).

In this way, lost education opportunities were replaced by working experience of labour migrants abroad. Many migrants, having received practical working skills abroad, are now applying to education authorities in Tajikistan for certification of their professional skills. Unfortunately, no record is kept regarding migrants, although the state is taking the first steps to address this problem. Migrants may register with the Public Employment Service and, like normal unemployed people, receive vocational training in the form of short-term courses in the newly created Education Centres and obtain a state certificate. However, a proper normative and legal basis for recognition of informal learning (in particular linked to migration) is missing.

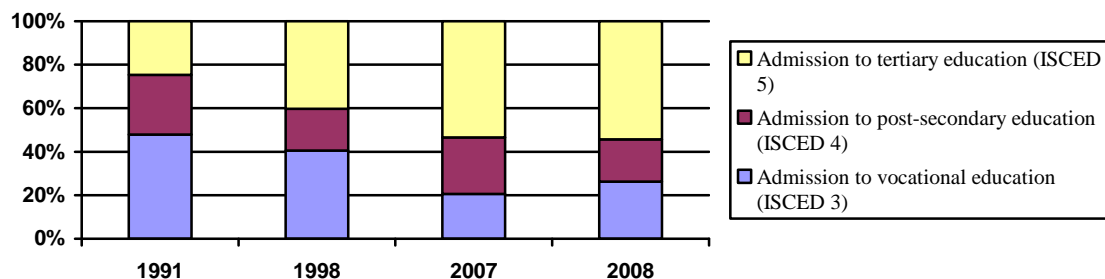
From 2000, private schools in the form of lyceums started to appear responding to a demand for quality secondary education emerging in the society. There are still no private vocational schools within the system of initial vocational education but there are paid training courses available in some of the more prestigious vocational schools. Students of vocational schools are not paid a stipend but they daily receive meal for free. Some vocational schools converted into lyceums ask for tuition, like in the system of higher education.

The contemporary system of secondary education envisages 11 years of education, 9 of which are compulsory. During the economic transition period the initial vocational education system and the vocational guidance activities received very low attention without proving any alternative. In the period 1991-2007, no investments were made in upgrading the infrastructure and training facilities of the initial vocational education system. In the period 2007-2009 several new PTUs were constructed and some others were closed down. The figure below shows the number of vocational schools in the period 1991-2008.



Source: Official statistics, annual reports.

This caused a considerable drop in initial vocational education coverage. In 1991 enrolment to PTU accounted for 47.9% of the total number of persons who entered the professional education system but by 2007 this indicator had declined twofold. As for the share of enrolment to the tertiary education system, this increased from 24.7% to 53.5%. The figure below shows the admission to vocational schools in the period 1991-2008.



Source: Official statistics, annual reports.

Discussions are now ongoing at the highest government level about liquidating the 3-year training within the PTU system that provides complete secondary education, as it is envisaged that the PTU system will provide purely vocational training. The intentions seem to be good but the following factors are not taken into account (Kuddusov, 2010):

- Being denied the opportunity to enter upper secondary education in a PTU, students leave schools after grade 9 without getting any further education.
- The general secondary school curriculum does not comprise a single discipline that informs 14-15 year-olds about professions, labour market and/or a future entrepreneurial learning for future working life.
- Pushing 15-year-old teenagers out into the labour market without any skills means that they do not possess even basic information and opportunities to choose a profession based on their aptitudes and on labour market demand.
- The quality of secondary education is so low that many young people are not able to read or write properly. Many labour migrants (who represent the most mobile part of labour resources), for example, go to Russia, without speaking and understanding Russian.

These factors represent serious challenges for development of a dynamic secondary education system responsive to labour market needs. The secondary school system is operating in isolation from the socioeconomic needs of the country.

All input factors contributing to the quality and efficiency of education and training need to be improved. In particular the improvement of quality should become a real priority for all the stakeholders involved, with particular reference to

- the position of teachers and academic staff

- the system of training teachers and trainers
- the financial literacy of school directors and accountants
- the educational management, developing and implementing tools for school management
- the development of school self-assessment system
- the system of financing education.

5. Innovation, partnership and entrepreneurship

A real process for innovation in VET in Tajikistan is not yet in place. The major area of innovation is the development of the adult education system under the Ministry of Labour and Social Protection (see description in chapter B).

The innovative action of the MoE and the MLSP is the provision of short-term courses, mainly to meet migrants' needs to have a professional certification and to train unemployed as part of the Tajik active labour market policy.

In 2004, the Public Employment Service has been created with an allocation of 6.7 million TJS (1.9 M USD). Of this amount, 30.8% was provided for the maintenance of the public employment offices; 21.1% for the payment of unemployment benefits; 11.7% for public works; 11.6% for training unemployed; and 24.8% for microcredit. A total of active measures spent are 48% of the public employment service budget (Indicators of the programs to promote employment in Tajikistan for 2006-2007). In total, in the public employment service 582 people work. In 2007, the public employment service registered 60,500 people, of which 51,740 as unemployed. More than 24,500 people (40.5% of the total number registered in the public employment service) is directly employed by the employment service; 6,780 people (11.2%) have received training; vocational guidance services have been used by 5,230 (8.6%) of unemployed; 18,970 people (31.35%) are oriented to public work; 1,600 people (2.6%) received microloans (State Statistics Committee of the Republic of Tajikistan. Statistical handbook, Socio-economic situation of the Republic of Tajikistan, January 2007, p.198).

Some vocational schools, in terms of innovation, have created new specialities, or updated curricula and material; it is the case of VET schools offering qualifications requested by the hydro-power plants, where the need of updated competences is urgent. These initiatives are supported by the Government.

An aspect of innovation is the introduction of some entrepreneurial elements in some courses mostly linked to the tourism, like the preparation of a business plan. Recently some VET schools started inviting technicians from enterprises to teach, to fill the gap of high qualified teachers. However, the problem is the availability of the technicians invited.

The development of partnership in education is a substantial element of innovation in Tajikistan especially in some economic sectors such as telecommunication and tourism. Unfortunately, this occurs in very few cases only on initiative of some individuals. The fiche below reports the experience of cooperation of the National School of Tourism written by the Director for the present report.

Note by the Director of the National School of Tourism of the Republic of Tajikistan, Dr. Tuygun Karimov

The ETF initiative on "National Qualification Frameworks in Central Asia" (2005-2009)² gave us the opportunity to familiarize with the practice of reforming vocational education and training in European countries, learn their experience and develop and introduce new teaching methods in our school. The experience gained during the implementation of the ETF project became the basis at the National School of Tourism for a provision of successful training and for developing partnership and cooperation.

² The project has been designed and started by Peter Grootings (1951-2009) who, among all his education initiatives and rich written production, has initiated a VET reforming debate in Tajikistan in 2004, finding in Subhon Ashurov (deputy minister of labour) a very active interlocutor.

Therefore, the National School of Tourism established partnership cooperation with the Association of restaurateurs and hoteliers in Tajikistan.

The National School of Tourism and the Association of restaurateurs and hoteliers in Tajikistan have already had some experience in cooperation. In order to get acquainted with our work and with the progress of the educational process, representatives from the Agency on Standardization, Metrology, Certification and Trade Inspection of the Government of the Republic of Tajikistan (Tajikstandart) visited the school.

Following a close monitoring of the school's work, they offered to join their efforts to coordinate and conduct a general policy of training for the hospitality and catering.

In May 2008 a joint seminar, with the state agency Tajikstandart, has been organised. For the first time experts of hospitality and food had the opportunity to meet and talk about the state of the public supply, such as food preparation and services and what measures needed to improve the work of these sectors.

Some time later, the Agency "Tajikstandart", the Association of restaurateurs and hoteliers and the National School of Tourism signed an agreement on cooperation in training.

Government participation enhanced the prestige of our schools and increased the interest of managers for training and now we began to address not only individual students, but entire groups.

Partnership between state agencies, employers and non-governmental educational institution was a real success.

In absence of particular drivers in terms of innovative partnership, the above example can be seen as a first step with a potential for further development and for inspiration to other initiatives in the country.

In recent years the system of vocational schools attracted several donor projects mainly funded by the German Cooperation (GTZ and DVV), EU, GOPA. In particular, GTZ project is focused on the "Support to the Reform Process of the VET System in Tajikistan". The first phase (2008-2010) covers the topic of employability of VET graduates with 3 components: Initial VET, Adult VET and Policy advice for VET. In relation to the policy advice component a working group (Presidential Administration, Ministry of Economic Development, Ministry of Labour, Ministry of Education, private companies, international VET projects) has the following topics in its agenda: basic orientation of initial VET; methodology to develop occupational standards; responsibility to accredit occupational standards; introduce a modular training system; testing competencies; accreditation of training institutes; improving in-service training of teachers and trainers; establishment of a VET steering committee. The second phase (2011-2013) continues to cover the topic of employability of VET graduates with 6 components: 1) policy and system advice to build framework conditions, with the goal to have State and economy to build together the legislative and organisational framework conditions for initial and adult VET; 2) labour market and employment, with the goal of improving access, quality and services for the local and regional labour market; 3) initial VET, with the goal of having demand-oriented initial VET able to prepare for employment and self-employment; 4) adult VET, with the aim to make it corresponding to the needs of the economy with respect to content and regional distribution and ensuring equal opportunities for women and men; 5) trilateral cooperation Russia-Tajikistan-Germany, with the aim to increase regional employability of Tajik workers through labour market oriented qualifications and to improve information on conditions for work and like in receiving countries; 6) rural growth programme in the selected district of Sughd.

In May 2010 the Ministry of Education in cooperation with GTZ organised a conference in Dushanbe on technical innovation in VET. One of the main outcomes of the conference is the didactic needs to introduce innovation and technology in order to make VET more efficient and more prestigious. MoE is launching activities in the field of VET schools modernisation, like the possibility to change the status of the schools into Lyceums (on the basis of content changes) or to support them in launching innovation activities with the concurrence of the 23 December 2009 when all VET schools have been invited to present projects on innovation. At university level a new department will be created specifically to follow innovation initiatives. Technological innovation in VET has been presented as a national priority to build upon a knowledge society and innovation in VET schools has been seen as a key issue to reach this objective. One of the main challenges for a drastic reform of education has been identified in the teachers' tendency to resist to changes, while on the other hand students are considered ready to pass to a new system of education.

A new efficient education system should be seen as an important factor for the creation of an innovative and competitive environment with the support of teachers and community (social partnership and parents' involvement). The elaboration of educational standards in line with national occupational standards, together with financing innovation and modernisation should be considered the main field of work for a new education system.

Annex 1 - VET system scope, legal and institutional frameworks, additional data

1.1 Main structure of the system and subsystems, and identification of the main flows inside and outside the system

Meaning of VET: In the legislation of the Republic of Tajikistan, the term “vocational education and training” is not used. The VET system is structured as follows:

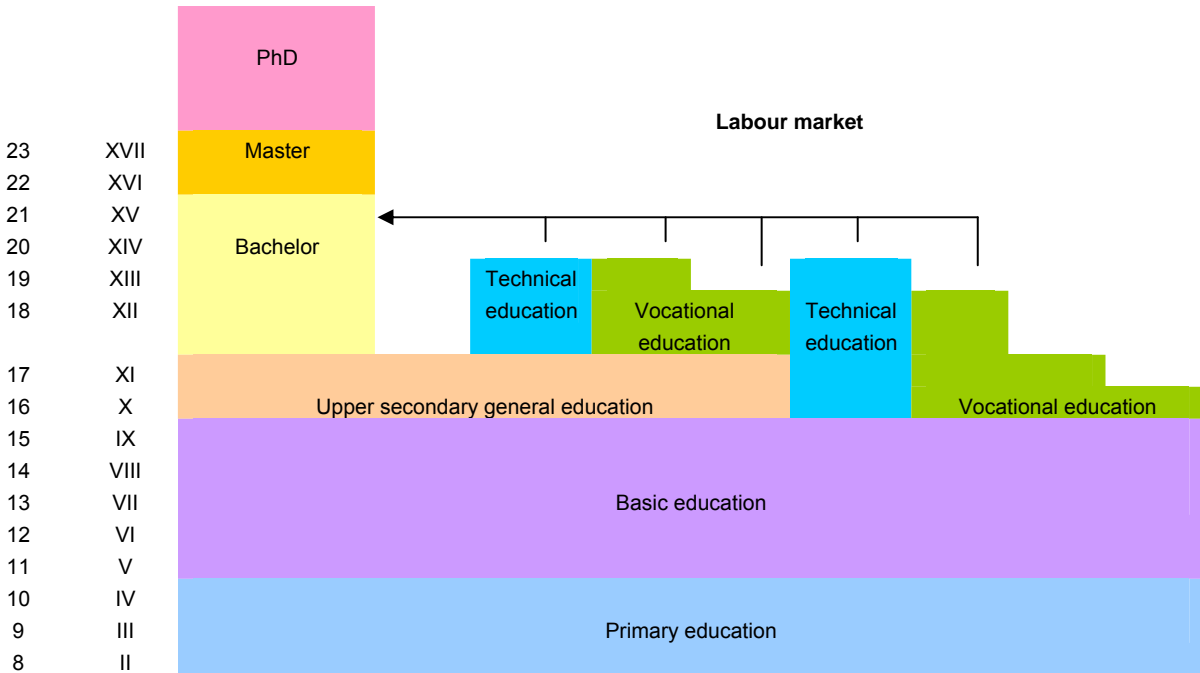
- the system of primary vocational education (PTU - from 16 years old; duration: 1-4 years);
- the system of secondary vocational education (colleges - from 16 years old duration 2-4 years)
- the system of higher professionally oriented education (institutes - from 17-18 years old; duration 4-6 years);
- the system of training centres and adult education (short-term training courses).

Primary and secondary vocational education is under the responsibility of the Ministry of Education, while the system of adult education under the responsibility of the Ministry of Labour and Social Protection.

In April 2010, the law "On education" has been amended, to introduce by 2016 a 12 year system of compulsory education. Starting with the new 2010-2011 school year, there will be compulsory 10-year education, and starting from 2014-2015 academic year, children can start school at 6 years of age (at the moment is 7 years old). In the 2016-2017 academic year the full transition to 12-year compulsory education will be completed.

New courses starting from 2016, provides for three levels of education: 1 to Grade 5 (school enrolment will be from 6 years old) - is a primary education from 6 to 10 mostly in the 11-12 class will be an in-depth study of selected subjects for humanitarian, technical and exact sciences, and students will undergo vocational training. In secondary schools students can choose to receive vocational and technical education, and for this the Government of Tajikistan will create the necessary conditions. In addition, simultaneously with general education institutions will be established colleges, high schools in these areas. New training programmes for teachers are under development.

Diagram of the education system:



7	I	
Age	Grades	Bachelor and master's – tertiary education Technical education – technical school/college Vocational education – vocational school/PTU

Faudel H., Grootings P., Ashurov S., *The Reform of Vocational Education and Training in the Republic of Tajikistan*, ETF, Office for Official Publications of the European Communities, Luxembourg, 2006, p.28.

In relation to initial training, the different routes and their specificities and qualification levels including apprenticeship, and the pathways between general education and VET, between VET and higher education are described hereafter. Initial vocational education is provided in vocational/technical education (vocational schools PTUs or vocational high schools, colleges) as follows:

- Basic vocational technical education from grade 10 or 11, with the provision of a diploma of vocational technical qualification;
- Basic vocational technical education, combined with complete secondary education from grade 10 to 12, with the provision of a certificate of "complete secondary education" and a diploma of vocational technical qualification;
- Basic vocational technical education based on secondary education, from grade 12 or 13, with the provision of a certificate of vocational technical qualification.
Graduates, who have received professional qualifications without upper secondary education, do not have access to a higher level of education.
Graduates with a certificate of complete secondary education can continue their studies or in technical or higher education. Graduates with the certificate of one/two year vocational programs can have access to a higher level of education only after the completion of the full secondary education, but they only have a certificate of graduation from secondary education. From 2010 to the system of initial vocational training introduced distance learning on the job. At the same time in the higher schools have banned distance learning and closed the evening schools.
Description of post secondary non-tertiary routes, and short vocational tertiary education courses: vocational education is provided in vocational colleges (specialized secondary schools), as follows:

- Secondary technical education, combined with complete secondary education from 10 to 13 grade, with the provision of a diploma of secondary vocational education;
- Secondary technical education from 12 to 13 grade after general secondary education, or from 13 to 14 grade of post-initial technical and vocational education, with the provision of a diploma of secondary vocational education.
- After short-term courses, students can go to work or study further in high school.

In relation to continuing training, brief description of the different subsystems including adult education and labour market training: The legislation of Tajikistan does not provide any reference to the principle of lifelong learning. Vocational schools are therefore almost completely isolated from the general education system, and practically represent dead-end educational pathways for those who are studying there. Graduates are expected to enter the labor market after obtaining professional degrees. In 2002, only about 4% of graduates of vocational education continued their studies in technical and higher education. As elsewhere in the former Soviet Union, there was the use to link specialized secondary schools to universities. This further deepens the gulf between professional schools and other educational institutions at all levels of education.

1.2 Role and importance of private sector in both initial and continuing training

In the VET systems there are not private education institutions. The only case is the University of Central Asia, created in 2000 by the Aga Khan, that provides also vocational courses, but they are not considered in the education statistics. A new phenomenon is the development of an independent system of adult education, with private courses, but education statistics do not take them into account. In general, private initiatives in the field of vocational education are not widespread.

1.3 Legal, institutional, regulatory and policy framework governing the different subsystems identified, in particular:

- The existence of dedicated agencies, councils and committees: no information is available in this respect.
- Governance of the system and subsystems: the system of primary and secondary vocational education is directly accountable to the Ministry of Education. At regional level, there is no structure management. Only in the local administration of Sughd region there is a sector of vocational education, but this can be attributed to the initiative of the regional authorities. The system of training centres for adult education is directly under the Ministry of Labour.
- Autonomy of VET institutions: in accordance with the law "On initial vocational education" and the law "On education" the schools of the VET system are separate legal entities. As far as school autonomy is concerned, there are no specific regulations.
- Strategy/policy for adult training and what it covers: this strategy is not formulated at legal level.
- Lifelong learning strategy (on-going or in preparation, main objective, role of VET in the strategy): LLL strategy is not present in legal documents.

1.4 Key elements of VET reform: curricula reform; occupational/certification standards, qualification frameworks, etc.

During 2010, a new strategy of education is under development for the period to 2020. It will include also the reform of primary and secondary vocational education. Ministry of Labor is currently developing a program of adult education development.

1.5 Legislation on education

Constitution of the Republic of Tajikistan	1994, revised in 2003
Law of the Republic of Tajikistan "About Education"	1993, revised in 2004
Law of the Republic of Tajikistan on "Higher Education and Professional Postgraduate Education"	2003, revised in 2009
National Standard of Higher Professional Education	1998
Plan of Education Reforms Realization for the Period 2004-2009	2004
National Program of the Preparation of Pedagogic Specialists for 2005-2010	2004
Decree of the Government of the Republic of Tajikistan «About the Order of Attestation, Accreditation and Licensing of Educational Institutions»	2003
National Conception of Education of the Republic of Tajikistan	2002, revised in 2009
Conception of Financing Education of the Republic of Tajikistan for 2005-2015	2004
National Program of the Education Development of the Republic of Tajikistan for 2010-2015	2009

National Strategy of Educational Development of the Republic of Tajikistan for the period till 2015	2007
The National Action Plan for reform of primary vocational education and training system in the Republic of Tajikistan for 2006-2015	2006

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1.6.1. Country fiche

Tajikistan territory	143,100 km ²
Capital	Dushanbe
Borders	Afghanistan, China, Kyrgyzstan, Uzbekistan
Population (2007)	7,063,800
Urban population	26,3%
Rural population	73,7%
Ethnic composition	Tajik 80%; Uzbek 15.3%; Russian 1.1%; Other nat. 3.6%

Independence	9 September 1991
Average population density	49 people on 1 km ²
Life expectancy (2005)	70.6 years
Rate of population growth	2.1%
Access to clean drinking water	51.2% of the population
GDP per capita (2007)	1774.5 TJS (515.58 USD)
Poverty (2007)	57%
Average wage (2007)	163.27 TJS
Average salary in education (2007)	140.79 TJS
Children under 18 years	2,243,709
Students 1-11 grades (2008)	1,690,585
only girls	794,005
Number of teachers grades 1-11 (2007-08)	99,354
of women teachers	52,985

Source: Ministry of Education, 2009

1.6.2. Labour Market

Age group	2000			2005			2008		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
15+	47.0	53.5	50.2	51.9	61.0	56.3	56.4	68.1	62.0
15-24	24.2	31.4	27.9	32.8	41.7	37.2	41.2	51.1	46.2
15-64	49.5	55.4	52.4	55.3	63.6	59.4	60.0	71.1	65.4
25-34	64.4	72.7	68.5	69.9	81.7	75.6	72.1	88.7	80.1
25-54	66.7	71.1	68.9	72.6	80.5	76.4	76.1	87.8	81.7
35-54	68.7	69.7	69.2	74.7	79.6	77.0	79.0	87.1	82.8
55-64	38.4	55.4	47.1	33.4	56.2	44.7	30.2	56.4	42.6
65+	16.6	25.0	20.3	13.9	22.3	17.4	12.5	21.0	16.1

Source: ILO - KILM database

		Total population aged 14-64	(%)
Location type	Urban	1,185,286	40.80%
	Rural	3,231,326	44.90%
Region	Dushanbe	415,788	39.70%
	Sughd	1,318,836	44.90%
	Khatlon	1,549,156	47.10%
	DRD	983,324	40.20%
	MBAR	149,509	35.40%

Gender	Male	2,080,221	58.10%
	Female	2,336,391	31.10%
Age groups	14	161,260	5.10%
	15-24	1,639,570	27.00%
	25-34	946,451	52.90%
	35-44	748,125	63.90%
	45-54	622,439	59.90%
	55-64	298,767	44.70%
Education level	None	25,576	26.50%
	Primary	430,018	13.40%
	Basic	933,398	31.30%
	Secondary general	2,117,746	45.30%
	Secondary special/technical	461,105	68.90%
	Higher	367,899	77.00%
Quintiles of consumption	Poorest	818,441	41.20%
	2	844,684	43.70%
	3	870,294	45.50%
	4	912,698	44.80%
	Richest	970,495	43.70%
TOTAL		4,416,612	43.80%
Source: Tajikistan Living Standards Survey 2007			

Tab 3 - Employment-to-population ratio (ILO estimates, by sex and age group)									
Age group	2000			2005			2008		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
15+	42.8	48.0	45.4	46.9	54.3	50.5	50.7	60.4	55.4
15-24	19.7	25.5	22.6	26.6	33.7	30.2	33.5	41.4	37.5
25+	54.5	60.0	57.2	57.9	66.8	62.1	60.1	72.2	65.8
Source: ILO - KILM database									

Tab 4 - General unemployment by age group and sex						
	Census 2000			LFS 2004		
	Total	Men	Women	Total	Men	Women
Total	9.28	9	9.62	7.4	6.58	8.54
Age group						
15-19 years	16.87	18.52	15.25	9.43	8.84	10.1
20-29 years	11.46	11.67	11.21	10.22	9.71	11.01
30-39 years	7.59	6.9	8.42	6.15	4.42	8.54
40-49 years	5.7	5.28	6.19	4.98	4.43	5.69
50-59 years	3.75	3.4	4.55	5.7	5.64	5.8

60-69 years	4.14	3.24	6.05	0.72	0.98	0
Urban	20.93	18.5	24.41	17.85	14.71	23.2
Rural	5.94	6.03	5.84	4.27	3.89	4.79
LFS: Labour Force Survey.						
International Labour Organisation methodology.						
Source: State Statistics Committee. Analytical report on labour force survey in Tajikistan. Dushanbe, 2005, p. 64.						

Tab 5 - Employment distribution by status and gender in Tajikistan - 2004				
Employment status	Total	Men	Women	Women
				%
Total employment	2,452,600	1,441,800	1,010,800	41.2
- Working on hiring (%)	36.7	43.6	26.9	30.2
- Working on non-hiring (%)	63.3	56.4	73.1	47.6
Of working on non-hiring (%)				
- Employed	4.3	5	3.3	31.7
- Self-employed	45.6	40.5	52.8	47.8
- Collective farm members	12.9	10.4	16.4	52.6
- Helpers with family business	0.3	0.3	0.4	50.9
- Other	0.2	0.3	0.2	35.2
Source: State Statistics Committee. Analytical report on labour force survey in Tajikistan. Dushanbe, 2005, p. 50				

Tab 6 - Employment by sector of economy (%)			
	2000	2004	2008
Total employment	100	100	100
Material sphere	81.1	83.8	83.0
of which:			
Agriculture	65.0	66.6	66.7
Industry	6.9	5.6	4.8
Construction	2.1	3.3	3.0
Transport and communication	2.4	3.1	2.8
Trade, supply and other branches of mat. prod.	4.8	3.2	5.2
Nonmaterial sphere	18.9	16.2	17.0
of which:			
Government	1.5	1.4	1.6
Education, culture and art	10.4	8.8	8.4
Medical care, physical training and social security	4.7	3.8	3.5
Scientific research	0.3	0.2	0.2
Communal services	1.5	1.3	2.3
Other nonmaterial branches	0.4	0.7	0.3
Source: State Committee on Statistics of Tajikistan			

1.6.3. Public Employment Service

Tab 7 - Registered unemployment in thousands of persons; annual average		
Year	Total	Receiving benefits
2000	49.3	2.3
2005	42.5	0.5
2006	47.7	0.5
2007	51.6	0.5
2008	48.7	0.4
2009	44.7	0.4
Source: State Committee on Statistics of Tajikistan		

Tab 8 - Vacancies announced by the Public Employment Service							
	2001	2002	2003	2004	2005	2006	2007
Total vacancies announced (by end of year)	10,020	10,083	16,309	21,840	15,748	16,293	15,529
Including workers, %	35	39.2	42	43.7	43.5	38.9	42.6
Source: Official statistics							

	2001	2002	2003	2004	2005	2006	2007	2008	
Applications (rounded)	52,400	66,500	75,000	75,200	58,300	55,700	60,500	53,300	
Registered unemployed (rounded)	42,900	46,700	42,900	38,800	43,600	46,500	51,700	43,600	
Sent to training	5,021	5,278	5,596	6,047	6,560	7,174	8,152	8,080	
Received training, men	4,444	5,165	5,172	5,813	6,403	6,872	6,779	8,060	
Employment of trainees, %	66.4	73.5	73.5	73.5	74	68.3	62	60.2	
% of applications who received training *	8.5	7.8	6.9	7.7	11	12.3	11.2	15.1	
Delivered or funded by the Public Employment Service.									
Source: Official statistics.									
* On training direct not only official unemployment's, but also those who were simply registered in searches of work, but have not received the status of the unemployment.									

1.6.4. Education

		Education level					
		None	Primary	Basic	Secondary general	Secondary special/ technical	Higher
Gender	Male	0.5%	7.1%	17.6%	45.9%	15.7%	13.2%
	Female	0.9%	10.1%	26.1%	51.4%	6.7%	4.8%
Age groups	15-24	0.8%	14.4%	33.0%	46.3%	3.2%	2.3%
	25-34	0.4%	2.0%	16.1%	58.7%	11.1%	11.7%
	35-44	0.2%	1.5%	9.9%	57.8%	18.0%	12.6%
	45-54	0.6%	2.4%	14.5%	49.9%	19.6%	13.1%
	55-64	1.1%	9.4%	22.0%	32.0%	18.6%	16.8%
	65+	3.0%	31.8%	28.0%	18.2%	10.2%	8.9%
Quintiles of consumption	Poorest	0.7%	9.0%	25.3%	51.6%	9.3%	4.1%
	2	0.6%	10.4%	21.8%	50.9%	9.9%	6.3%
	3	0.9%	8.3%	23.0%	51.0%	9.4%	7.4%
	4	0.8%	8.7%	22.4%	46.9%	11.6%	9.8%
	Richest	0.7%	7.2%	18.5%	44.2%	14.2%	15.3%
TOTAL		0.7%	8.7%	22.1%	48.7%	11.0%	8.8%
Source: Tajikistan Living Standards Survey 2007							

2004	Total	Male	Female	Urban	Rural
With professional education, %	27.6	36.5	15.4	46.6	21.9
- Tertiary (ISCED 5)	12.1	16.3	6.4	25.5	8.1
- Post-secondary (ISCED 4)	8	8.5	7.3	11.5	6.9
- Vocational (ISCED 3)	7.5	11.7	1.7	9.6	6.9
Without professional education, %	72.4	63.5	84.6	53.4	78.1
- Upper secondary (11 grades) (ISCED 3)	50.4	46.3	56.2	40.9	53.2
- Lower secondary (9 grades) (ISCED 2)	16.9	13.7	21.4	9.4	19.2
- Primary (4 grades) (ISCED 1)	4.3	3.2	5.9	2.3	4.9
No education, %	0.7	0.5	1.1	0.7	0.8
Total	2,648,500	1,543,300	1,105,200	609,500	2,039,000
ISCED: International Standard Classification of Education.					
Source: State Statistics Committee. Analytical report on labour force survey in Tajikistan, Dushanbe, 2005, p. 39					

	2000		2001		2002		2003		2004	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
Pre-primary (ISCED 0)	3.1	3.1	3.2	3.2	3.3	3.4	3.3	3.5	3.4	3.5
Primary (ISCED 1)	42.1	44.0	40.4	42.6	39.1	41.7	38.1	40.5	37.0	39.3
Lower secondary (ISCED 2)	41.1	42.4	41.0	42.4	42.5	43.7	43.7	44.9	43.2	44.5
Upper secondary (ISCED 3)	7.4	6.3	9.3	7.8	8.9	7.1	8.2	6.7	9.0	7.6
General programmes	5.9	5.2	7.8	6.7	7.4	6.2	6.8	5.8	7.7	6.8
VET programmes	1.5	1.0	1.5	1.1	1.4	0.9	1.4	0.9	1.3	0.8
Post-secondary non tertiary (ISCED 4)	1.4	1.6	1.5	1.5	1.4	1.5	1.4	1.5	1.6	1.8
Tertiary (ISCED 5+6)	4.9	2.7	4.7	2.5	4.9	2.6	5.3	3.0	5.8	3.2
Total	100	100	100	100	100	100	100	100	100	100

	2005		2006		2007		2008	
	Total	Female	Total	Female	Total	Female	Total	Female
Pre-primary (ISCED 0)	3.3	3.4	3.2	3.3	3.2	3.3	3.1	3.1
Primary (ISCED 1)	36.7	39.2	35.9	38.4	35.2	37.6	35.3	37.4
Lower secondary (ISCED 2)	42.5	43.8	42.3	43.7	42.5	44.2	41.6	43.1
Upper secondary (ISCED 3)	9.7	8.1	9.9	8.3	9.8	8.2	10.4	9.3

General programmes	8.4	7.3	8.6	7.5	8.6	7.5	9.3	8.6
VET programmes	1.3	0.8	1.3	0.8	1.2	0.7	1.1	0.7
Post-secondary non tertiary (ISCED 4)	1.6	1.9	1.7	2.1	1.7	2.1	1.7	2.2
Tertiary (ISCED 5+6)	6.3	3.6	7.0	4.2	7.6	4.6	7.9	4.9
Total	100	100	100	100	100	100	100	100

Source: UNESCO Institute of Statistics

		2000	2001	2002	2003	2004	2005	2006	2007	2008
Pre-primary (ISCED 0)	Female	6.7	7.0	7.9	8.5	8.9	8.6	8.5	8.5	8.3
	Male	7.9	8.3	8.8	8.9	9.5	9.5	9.6	9.5	9.7
	Total	7.3	7.7	8.4	8.7	9.2	9.1	9.1	9.0	9.0
Primary (ISCED 1)	Female	94.7	93.0	95.2	97.0	96.8	98.3	97.8	97.8	100.1
	Male	102.0	100.2	99.7	101.6	101.6	102.2	102.5	101.7	104.2
	Total	98.4	96.7	97.5	99.4	99.2	100.3	100.2	99.8	102.2
Lower secondary (ISCED 2)	Female	79.1	77.9	82.2	87.3	88.1	87.5	88.3	90.6	90.7
	Male	87.8	88.3	93.2	98.9	98.7	98.1	99.0	99.9	98.7
	Total	83.5	83.2	87.8	93.2	93.5	92.9	93.7	95.3	94.8
Upper secondary (ISCED 3)	Female	35.3	43.0	38.6	36.1	40.0	41.4	41.9	41.3	48.4
	Male	54.9	68.6	67.2	61.2	64.2	67.7	68.7	68.2	69.1
	Total	45.2	55.9	53.1	48.8	52.2	54.7	55.4	54.9	58.8
Secondary (ISCED 2+3)	Female	68.2	69.1	71.0	73.8	75.0	74.6	75.0	76.4	78.5
	Male	79.6	83.4	86.6	88.9	89.4	89.7	90.5	90.9	90.2
	Total	74.0	76.3	78.9	81.4	82.3	82.2	82.8	83.7	84.4
Tertiary (ISCED 5+6)	Female	7.1	6.4	6.9	7.7	8.2	9.0	10.0	10.9	11.4
	Male	20.8	20.2	21.1	23.1	24.7	25.7	27.3	28.7	28.8
	Total	14.0	13.3	14.0	15.4	16.4	17.4	18.6	19.8	20.2

Source: UNESCO Institute of Statistics

Programme	2000	2001	2002	2003	2004	2005	2006	2007	2008
general programmes	-	-	-	-	-	-	-	-	-
education	9.0	10.4	14.4	8.3	8.5	8.0	4.7	11.7	5.9
humanities and arts	26.4	25.1	34.1	36.8	0.6	38.1	35.6	31.7	33.9
social sciences, business and law	26.6	27.6	22.6	28.1	39.9	27.4	29.1	24.4	28.9
science	13.8	13.6	8.0	9.6	1.1	12.6	12.0	14.8	16.2
engineering, manufacturing and construction	8.1	10.6	9.8	6.1	6.2	6.3	8.8	8.9	8.4
agriculture	6.4	4.1	4.1	4.7	3.0	2.7	4.2	3.4	3.0
health and welfare	8.4	8.0	6.4	2.5	3.1	4.0	3.9	3.1	2.9
services	1.3	0.7	0.5	3.8	2.6	0.9	1.9	1.7	0.7
unspecified programmes	-	-	-	-	-	-	-	0.3	-
Total graduates in all programmes	100	100	100	100	100	100	100	100	100

Source: UNESCO Institute of Statistics									
- Magnitude nil or negligible									

Tab 15 - Gross primary graduation rate					
	2002	2003	2004	2007	2008
Female	94.13	91.64	89.91	104.11	92.50
Male	98.61	97.53	93.73	107.81	99.55
Total	96.40	94.62	91.85	105.99	96.09
Source: UNESCO Institute of Statistics					

Tab 16 - Education system graduates					
Education	2001-2003	2004	2005	2006	2007
Basic (ISCED 2)	354,800	144,500	149,800	158,300	150,400
Upper secondary (ISCED 3)	198,800	64,900	79,600	79,200	77,400
Vocational (ISCED 3)	43,000	13,750	13,540	14,130	13,740
Post-secondary (ISCED 4)	19,230	7,640	8,000	7,460	7,800
Higher (ISCED 5)	37,000	14,370	15,100	17,100	19,300
Total	652,830	245,160	266,040	276,190	268,640

Tab 17 - Public Expenditure on education				
	2005	2006	2007	2008
Public expenditure on education as % of GDP	3.51	3.43	3.42	3.48
Source: UNESCO Institute of Statistics				

Tab 18 - Public Expenditure per pupil							
	2002	2003	2004	2005	2006	2007	2008
Public expenditure per pupil as a % of GDP per capita. Tertiary	24.79	12.34	8.83	14.22	11.12	11.77	21.80
Source: UNESCO Institute of Statistics							

Tab 19 - Educational expenditure by level				
	2005	2006	2007	2008
Educational expenditure in pre-primary as % of total educational expenditure	3.85	4.31	4.35	4.14
Educational expenditure in post secondary as % of total educational expenditure	4.09	3.55	2.38	2.17
Educational expenditure not allocated by level as % of total educational expenditure	9.18	8.52	9.12	5.12
Educational expenditure in tertiary as % of total educational expenditure	7.39	6.53	7.54	14.25
Source: UNESCO Institute of Statistics				

Tab 20 - Students/Teachers ratios by educational level (%)					
	2000	2005	2006	2007	2008
Pre-primary (ISCED 0)	10.4	13.8	13.1	12.6	12.9

Primary (ISCED 1)	21.8	21.3	22.2	21.6	22.7
Secondary (ISCED 2+3) - All programmes	16.4	16.4	16.5	16.5	16.6
Secondary (ISCED 2+3) - General programmes	16.8	16.9	16.9	17.0	17.0
Secondary (ISCED 2+3) - Technical/vocational programmes	9.5	7.7	8.1	7.6	7.0
Post-secondary non tertiary (ISCED 4)	10.9	11.0	12.8	10.9	13.3
Tertiary (ISCED 5A)	13.5	16.2	17.4	18.8	17.5
Source: UNESCO Institute of Statistics					

	2000	2005	2006	2007
Average wage in education (TJS)	11.56	75.41	102.11	140.79
Average wage in Tajikistan (TJS)	15.57	83.58	116.26	163.27
Index of teaching quality (ITQ _{Taj})	0.74	0.9	0.88	0.86
Source: Official statistics, annual reports				

1.6.5. Economy

in mln. of TJS	2000		2005		2008	
	Net product	Share	Net product	Share	Net product	Share
Branch						
Industry	592.3	33.15	1637.5	22.72	2515.8	14.2
Agriculture	448.9	25.12	1527.2	21.19	3517.9	19.9
Construction	38.0	2.13	334.7	4.64	1832.6	10.3
Trade	191.6	10.72	1166.9	16.19	3432.9	19.4
Transport and communication	84.9	4.75	533.3	7.40	1782.2	10.1
Logistics	2.3	0.13	24.3	0.34	140.4	0.8
Procurement	0	0.00	0	0.00	0	0.0
Other branches of material production	9.7	0.54	24.4	0.34	34.8	0.2
Market and non-market services	269.3	15.07	1127.1	15.64	2214.4	12.5
Excises	149.7	8.38	831.2	11.53	2235.9	12.6
GDP	1,786.7	100.00	7,206.6	100.00	17706.9	100.00
Source: State Committee on Statistics of Tajikistan						

	1999	2003	2004	2007
Poverty headcount ratio at national poverty line (% of population)	74.9	72.4	..	53.5
Poverty headcount ratio at rural poverty line (% of rural population)	..	73.8	..	55.0

GINI index*	31.5	32.6	33.6	..
Source: World Bank - World Development Indicators				
* Estimated from Living Standards Measurement Survey; national coverage; expenditure base.				

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List of abbreviations

ETF	European Training Foundation
EU	European Union
IVET	Initial VET
LFS	Labour Force Survey
MLSP	Ministry of Labour and Social Protection
MoE	Ministry of Education
NTO	National Tempus Office
PRS	Poverty Reduction Strategy
PTU	Professional Technical School (IVET)
TJS	Somoni – Tajikistan currency
USD	US dollar
VET	Vocational Education and Training

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