

Isfara ILC School #1 Summaries

EDUCATION

In former times Tajikistan had high indicators of education. However, during the period of transition this indicator worsened in the context of reducing budget means for education needs, low salary, outflow of teachers, non-attendance of lessons because of economic difficulties, destruction of the infrastructure, especially in the regions where military actions took place.

In accordance with research of International Monetary Fund and World Bank nearly 20% of schools were destroyed and plundered, and now over 130 buildings are to be repaired and reconstructed. The war banefully influenced not only the infrastructure but also opportunities to realize children's potential. The war has changed behavior of our youth, entailed non-peaceful means of solving conflicts, loss of tolerance. The process of human development was almost stopped.

Education is the base of human civilization, which promotes intellectual potential of a nation. As soon as education starts to prosper, a nation also prospers. Institutes of education at all levels are the national property. That is why questions of recreation of the infrastructure and perspective development of education are of great importance in Tajikistan in post-war years. Nowadays the supreme issue is widening of educational values for stable development.

Where have all the school girls in Tajikistan gone? A new UNICEF supported survey explains...

30 April 2004, Dushanbe – Ministry of Education officials, teachers, representatives from a parents and teachers association, non-governmental organizations (NGOs) and school children attended a two-day conference (27 and 28 April) at the Central In-service Training Institute in Dushanbe, Tajikistan.

The conference aimed to discuss the results of a qualitative survey on girls' education and to determine how to improve the situation of girls' education in Tajikistan.

In her opening remarks, UNICEF Tajikistan's Head of Office Yukie Mokuo told conference participants that the aim of the survey was to address the alarming situation of girls' education in Tajikistan.

"Tajikistan used to enjoy high achievements in education for both girls and boys. Unfortunately, this situation is changing, and that is very alarming because we hear that approximately 20 per cent of girls do not complete the nine-year compulsory education," said Ms. Mokou.

"This is the main reason that UNICEF supported the conduct of this survey, which seeks to examine the factors behind girls not attending school or completing the nine-year compulsory education," she said.

Key survey results

Information for the survey was defined in a way that included all those involved in girls' education at school and at home. Surveyors collected information from focus groups, individual interviews, as well as from observations made in schools, in homes and in neighbourhoods of girls who had dropped out of school. Other informal interviews were conducted with local authorities and selected community leaders.

During the conference UNICEF Programme Coordinator Niloufar Pourzand presented highlights of the survey results, which are as follows:

- forty per cent of girls do not believe that education would impact the quality of their lives
- fifty-seven per cent of parents think that it is more important to educate boys than girls
- the number of girls dropping out of school increases correspondingly with grade levels

These three important factors account for the declining attendance of girls in school and their failure to complete compulsory education.

The many reasons girls are left behind

In Tajikistan more than 80 per cent of families live below the poverty line and a majority of them face difficulties in meeting the education costs for all their children, but the survey found this is not the main reason for the drop in attendance of girls in schools.

Analysis of the survey discovered that most families spend money on their sons' education over their daughters, especially when families are confronted with economic difficulties.

Gender socialization at home and in school is another reason that leads to exclusion of girls from school. For example, in many Tajik families, a son is the family name bearer and is expected to be responsible for the parents' care and security at old age, while daughters are expected to marry and to care for a husband and children. Consequently, parents tend to invest more in their sons, particularly in their education given the role that they would have later in life.

According to survey results, the gender socialization found at home is also reinforced in the classrooms by teachers.

The survey also shows the important role of religion for many Tajik families and how that affects decisions on girls' education. Religious schools or a class with a religious teacher or bihatun is often sought as an alternative form of education for girls, especially as girls can go free to these classes or in exchange for gifts that the family can afford. Bihutan classes are centred on readings from the Quran and also offer some life skills training, which the families often find valuable to prepare the girls for marriage.

UNICEF continues to improve the state of girls' education in Tajikistan

During the two-day conference there were several recommendations presented to improve the situation of girls' education in Tajikistan, and UNICEF, according to Ms. Mokuo, will continue its cooperation with the Ministry of Education and will work with NGOs, parents, teachers and the school children to bring girls back to the classrooms.

In addition the 2005-2009 Country Program will seek to improve the base information about girls at risk of dropping out of school, mobilize the support of local leaders and women of the community, enhance the child-friendliness and relevance of the school learning environment and strengthen the commitment of parents to

provide positive support for their daughters.

Koziev Ahmadjon. Human Rights Teacher

What basic political parties approach to the decision of problems of education?

For the decision of this problem approach:
Democratic and Socialist party.

How do you think, what basic problems can be seen in the sphere of education in Tadjikistan?



1. The low salary.
2. Shortage of the professional staff.
3. A weak level of preparation of the future experts.
4. Financing.
5. In duly do not estimate a merit of teachers.

What categories of citizens most mention the data of problems?

Teachers, pupils and parents, almost all to the population..

How could these problems were solved? The state has to approach with great attention to different educational projects, be open to all the ideas and views of citizens and support their projects, has to establish education related contacts with other developed countries and to allow them to open their branches in the country. When all the industry of the country function properly, the budget will be high and the economy of the country will be stable and the teachers may get good satisfied salaries from the budget of the country.

A word of director of the project Mercy Corps " Association of Business Women" project in Isfara Kayumova Gulru

As you think, what problems are in sphere of formation in Republic Tadjikistan.

1. A problem of Russian and English language.
2. Weak training pupils.
3. All schools became paid and all the population of Tadjikistan cannot pay for study. Everyone cannot study at schools which they want. State schools need to be modernized, problems with old books which were published during Soviet Era
4. There are no sports schools or a little them in cities.
5. 90% pupils are not ready to serve in army, because they are not ready physically because of the absence of recreation centers and others. All as that are afraid of service.
6. All pupils love computer games, and there is no restriction by him. Computer games harm not only to health of pupils, but also on reason. Educators and teachers must be tested, as lot of school teachers have no high education degrees. There is no professionalism. The state should carry out reform at schools. The state should give attention.

