

Country profile prepared for the
Education for All Global Monitoring Report 2007
Strong Foundations: Early Childhood Care and Education

Tajikistan

Early Childhood Care and Education (ECCE) programmes

Compiled by:
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TAJIKISTAN

Early Childhood Education and Care (ECCE) programs

A. GENERAL INFORMATION, STATISTICS AND INDICATORS

Starting age of compulsory education (if applicable):

According to the UNESCO Institute for Statistics (UIS) the compulsory education age range is 7-15years.

1. ISCED 0 PROGRAMS (USUALLY, PRE-PRIMARY EDUCATION)

(ISCED = International Standard Classification of Education)

1.1. National definition of ISCED 0 programs:

Pre-school education (kindergarten)

1.2. Normative age group(s) covered by ISCED 0 programs:

3-6 years of age

1.3. ISCED 0 programs: statistics and indicators (*source: UIS*)

1.3.1. Enrolment:

	Percentage	Year
Gross enrolment ratio	9.4	2003/04
Net enrolment ratio	6.8	2003/04
Percentage of children entering primary education with previous preschool experience	<i>Not available</i>	

1.3.2. Enrolment ratio by age group, 2002/03 (percentage, also including the first years of primary education when applicable):

Less than 3 years of age	Age 3	Age 4	Age 5	Age 6	Age 7
0.0	14.8	7.2	7.5	6.7	4.3

UIS estimation.

1.3.3. Teachers, 2003/04:

Total number of teachers	Of whom female (%)	Percentage of trained teachers (all)	Percentage of trained teachers (males)	Percentage of trained teachers (females)
4,588	100

1.3.4. Funding:

	Percentage
Public current expenditure per pupil as percentage of the Gross National Product per capita	9.98 (2004)

Source: UIS.

1.3.5. Main source(s) of financing: Not available

2. OTHER ECCE PROGRAMS

(Generally preceding ISCED 0 programs)

2.1. National definition of other ECCE programs:

Not available

2.2. Normative age group(s) covered by other ECCE programs:

Not available

2.3. Estimate number of children covered by other ECCE programs:

Not available

B. BACKGROUND INFORMATION CONCERNING ECCE PROGRAMS (INCLUDING ISCED 0)

3.1. Legislation concerning ECCE:

According to the “Law on Education of the Republic of Tajikistan” a procedure for establishing a preschool educational institution falls under the Regulation on Preschool Institution (adopted by the Government on 12.10.1995, n° 627). Clause 16 of the Law stipulates that the preschool education is the first level of national education system; children of preschool age have the right to receive education.

The resolution of the Government of Republic of Tajikistan “About amending the Regulations on Preschool Institution” (approved as of 27.11.1999, n° 478) defines it as a type of educational establishment realizing the general educational programs of preschool education of various orientations. It provides education, training, care and health care to children aged 2 months to 6 years. The resolution determines that the preschool institutions can be public as well as non-governmental (private). The Regulation applies to all preschool educational institutions (PSEI) on the territory of the Republic of Tajikistan irrespective of their organizational and legal forms and assignment.

The decision of the Ministry of Education Board as of 07.07.2000 n° 6/4 authorized the Regulation on preschool educational institution of family and private type that provides normative and legal rational for establishing and functioning of kindergarten.

In 2004, “The Law on Education of the Republic of Tajikistan” prescribed an obligatory preschool preparation of children in family and PSEI.

3.2. Official body/bodies in charge of supervision or coordination:

The Ministry of Education (MoE) is the main body responsible for preschool education development. As preschool education is integrated in the national education system, the functions of the MoE concerning preschool education are determined by the education legislation and the regulation on the MoE.

In his annual “Message to the Nation of Tajikistan” the Head of the State E. Sh. Rakhmonov (2004) has commissioned the local authorities with formation and rehabilitation of a network of kindergartens, renewal of construction and opening of new preschool groups at schools, especially at the village level. The MoE decides these tasks most closely with the Ministry of Finance, Ministry of Economy and Trade, and Ministry of Health (MoH), which systematically strengthen a PSEI infrastructure, rehabilitate the destroyed kindergartens, and promote the extension of a network of preschool institutions and organizations rendering medical aid to children of early age.

The MoH and local public health service institutions control the “children’s houses” (boarding schools). There are 5 children’s houses for children from 0 to 4 in

the country at present. Mother and child health protection issues are under control of Mother and Child Protection Department and Chief Pediatrician of the MoH. Besides, the Republican Center on Healthy Life Style is involved in child health protection activities.

3.3. Other entities involved in the provision (e.g. municipalities, local governments) and main types of providers (e.g. public, private, mixed, community-based, etc.):

The local representative and executive authorities approve a budget of corresponding administrative-territorial units while *Khukumats* (local administrations) prepare a local budget for development of education, public health services and social provision.

According to the Regulation on Preschool Institution (1995) and amendments made in 1999, preschool educational institutions are divided into the following types:

- day nursery - education and training of children of early age 2 months-2 years;
- day nursery - kindergarten (a complex PSEI: 1 year-6 years);
- kindergarten - education and training of children of age 3-6 years;
- kindergarten - school (3 years-10 years);
- private (non government) PSEI;
- kindergartens of a family type (different age groups);
- specialized kindergartens with priority realization of the qualified correction of disabilities/disorders in physical and mental development of the pupils.

In early 1990s, alternative models of preschool institutions appeared, in the form of “functioning complexes” such as kindergarten-school, preschool grammar schools, preschool centers, the author's kindergartens, home-based kindergartens, centers for the child's development, specialized kindergarten-school (for visually impaired and blind children of preschool and school age) that were opened under government initiative, nongovernmental organizations and private individuals. To date this type of PSEI is provided in Sugd and Khatlon oblasts, Dushanbe and Tursunzade district with overall enrollment of 2, 5 thousand children in 18 PSEI-schools.

3.4. Type of personnel involved:

The majority of PSEI educators have completed secondary and higher (pedagogical) education, while 18.4 % of the tutors have only secondary education degrees.

3.5. Type of staff training (requirements):

The pedagogical preschool staff (tutors) is trained at higher education institutions in the cities Dushanbe, Khujand, Kulob, Kurgantube, and Khorog. Preschool mentor staff receives secondary special education in 24 pedagogical colleges. In higher education institutions the future tutors are trained for 5 years; in the pedagogical colleges courses last up to 3 years. The training is focused on both theoretical and practical preparation. The prospective tutors and teachers study psychology, pedagogy,

preschool pedagogy, disciplines connected with preschool education management, and other techniques.

3.6. Recent national policies and reforms:

Not available

3.7. Efforts targeted at vulnerable or disadvantaged children:

Not available

3.8. Special projects/programmes aiming at expanding or improving ECCE:

Not available

3.9. Information concerning the curriculum (if applicable) or the contents of ECCE programs

3.9.1. Objectives and aims:

According to the normative and legal acts, the Preschool Education Concept (1994), the National Education Concept (2003), Regulations on Preschool Institution, and the Education and Training Program named “Rohnamoi Murabbi” (Program of education and training, Dushanbe, 2002, in Tajik language) the key tasks of PSEI are as follows:

- protection of life and health of the children,
- provision of intellectual, personal and physical development of a child,
- accomplishing the necessary correction of deviations in the child’s development,
- familiarizing children with universal values,
- interaction with family for ensuring full-fledged development of a child,
- preparing children for school.

3.9.2. Learning areas and teaching-learning methods:

A basic minimum of the contents of preschool education programs for children aged 2 months to 6/7 years is stipulated by the educational program “Rohnamoi Murabbi”, and the other documents mentioned above. The National Curriculum for preschool institutions includes:

- Game activity: creative role games;
- Physical development: games and sports classes;
- Development of basic language skills: speech and vocabulary training, basic writing skills, acquaintance with literature;

- Fundamentals of natural sciences: acquaintance with the natural environment, ecology, elementary mathematical concepts and ideas;
- Fundamentals aesthetic development: musical education, arts, crafts, and design.

The content of the preschool educational program is based on universal values and at the same time focused on Tajik cultural traditions, including the introduction to Tajik as well as World History, customs and traditions of Tajiks and other nationalities living in the country. In groups with Russian and Uzbek as languages of instruction, an adapted program is applied.

The educational programs are meant to provide an optimal workload of the children while protecting them from fatigue. Thus, the educational programs take into account the level of children's development, their individual needs and interests while teachers facilitate learning by applying appropriate methods.

3.9.3. Average number of hours per week and average amount of weeks per year:

Not available

3.10. Any other relevant and pertinent information

PSEI have appeared in Tajikistan since early 30s of the last century. In 1932 about 32 preschool institutions were attended by 1,662 children cared for and educated by 53 tutors. During the Second World War great attention was paid to education and protection of children's health. In 1945, 197 kindergartens were functioning covering 8662 children by preschool care and education.

In the Soviet time mother and child were under special care of the State, families with many children were supported by the Government. Thus, at the expense of state budget funds dozens of kindergartens were constructed by collective farms, state farms, enterprises and agencies. This led to an increase in the amount of children attending preschool institutions. In 1982, 228,773 children were brought up in 1,498 kindergartens (in 1996, only 375 kindergartens catering for 52,405 children were left.)

The main purpose of preschool institutions was to take care of young children while parents are working, at the same time paying attention to their health and physical development. However, parents started to demand more than care. In preschool institutions the focus shifted to team playing and learning. Children were engaged in games and physical exercises and taught basic skills. They participated in activities to promote language and literacy development, which became an essential part of the preschool curriculum.

Over the last 3 years (2001/03) the number of PSEI was cut down: if in 2001 they accounted for 501, then in 2003 only 494 kindergartens and day nurseries were functioning. But there is a positive trend of increasing the PSEI enrollment. At present only 6.0% of children attend PSEI on the national level, out of more than 1,300,000 children of the corresponding age group of 0-6 years. As a result almost 90% of children (especially in countryside) enter the first grade of primary education unprepared for the school program.

[Main source: Ministry of Education. UNESCO Cluster Office. The status of preschool education in the Republic of Tajikistan. Dushanbe, 2004.]

C. SUPPLEMENTARY INFORMATION REGARDING ECCE (TO BE COMPILED IN COLLABORATION WITH UNICEF OFFICES WHERE POSSIBLE)

4.1. Parenting programmes are usually addressed to parents and families of children less than 6 years of age. Please provide information about any parenting programmes in your country according to the table below:

Type of programme	Yes or No (note for each programme)	Please estimate the number of beneficiaries (if possible)
Parenting education through early learning centres and child care centres	NO	
As component of health and nutrition programmes, such as information about child development included in health and nutrition visits	Under development	100,000
Parent groups that meet to discuss issues of their young children, including health, nutritional status, and development	NO	
As component of adolescent, livelihood or literacy programmes	NO	
Media broadcast, such as <i>Sesame Street</i> , with media for and with children	NO	
Other (please specify)	Currently UNICEF education programme does not deal with school readiness component, which will become priority for UNICEF cooperation with MOED already in 2006 and will complement	

	initiatives in health programme to upgrade national standards on early learning.	

Are any of these programmes targeted specifically toward the vulnerable, poor, disadvantaged or excluded? If so, which ones? (Please provide/attach any additional and relevant information if available).

Not available

4.2. Is there a national-level system for monitoring children’s development or school readiness prior to entering primary school?

The national monitoring system in Tajikistan is inherited from the Soviet times. There is a decreasing tendency in pre-school centers. The various dimensions of school readiness are not thoroughly reviewed/considered by the Ministry of Education though the issue of increasing number of kindergartens is in their list of priorities within the National Sector Plan for Education. Only 5% of the children aged 3–7 years attend pre-school centers. There is no well established/effective monitoring system in the MOED which would document child school readiness prior to entering primary schools.

4.3. Is there a policy on early childhood (ECCE, ECD, etc.) that has been accepted? If not, is there one under development?

A Draft of the ECD policy is under development. A Training package on ECD/BPI was developed and 22 national multi-sectoral master trainers on ECD/ BPI were trained. Training of liaison officers and facilitators (health workers, teachers, social workers) in Rudaki district was conducted by national trainers. Pilot districts for implementation of IECD project were identified and resource centers in the pilot districts were established. A high-level advocacy conference on IECD was held for policy makers.

[Information revised and additional data provided by UNICEF, December 2005.]