



RECENT TRENDS IN DISTANCE EDUCATION IN TAJIKISTAN

Abduvohid Safarov, Jovidsho Juraev

DISTANCE EDUCATION CONTEXT IN TAJIKISTAN



93% mountainous
70% live in rural areas



70% of the 9.5m population are children and young people



50% of youth cannot find a job after completing secondary education



33% of HHs and **Only 20%** of rural girls have access to the internet



20% of adolescents do not have skills to use a computer



Girls aged 11-17 are **twice as likely as boys** to be deprived in school attainment

POLICY FRAMEWORK FOR DISTANCE EDUCATION

- The constitution and laws guarantee equal education opportunities for all
- Basic secondary education is mandatory in Tajikistan
- High public spending on education: 20% of the state budget is allocated to education (42% of social sector expenditure)

- National Development Strategy to 2030
- National Strategy for Education to 2030
- National Programme for the Computerization of Schools

Pre-COVID
policies



Roadmap for the
Digitalization of Education
(2022)

The Concept of Transition
to Digital Education for the
period of 2023-2040

EDUCATIONAL INNOVATIONS DURING THE PANDEMIC



1. Video lessons developed by the Ministry of Education
2. TV lessons broadcast through national TV
3. Digital platforms
 - Maktab mobile
 - eDonish
4. Mobile applications



Maktab Mobile

Digital learning platform for teachers, students and parents

eDONISH

Барномаи иттилоотии соҳаи
маорифи шаҳри Душанбе

- Largely financed by development partners (UNICEF, IsDB, World Bank, USAID)
- E-Donish as a good example of a public-private partnership

REMOTE AND MOUNTAINOUS AREAS ARE MORE DISADVANTAGED

Regional inequalities and equity

- Primary and secondary data suggest that distance from home to school and peripheral communities/districts affects accessibility and quality of education

Technological barriers

- In remote areas, schools may be supplied but poorly and with limited technical support

“Children have to leave home an hour and a half earlier to get to school on time, sometimes they get a ride from others.”

Parent focus
group participant




“If you have a son and a daughter, try to educate both. If you do not have opportunity to educate both, educate your daughter, because she will be a mother.”

Parent
interviewee

“History matters...”

- ✓ Gender stereotypes may persist among well-off, urban families
- ✓ Girls’ education can be a priority for a poor family in remote locations

TECHNOLOGICAL AND TECHNICAL CAPACITY ISSUES

Three perspectives on technological and technical capacity issues		
Student	ICT Teacher	Class Teacher
		
"I don't like ICT classes. I feel that know more than my teacher"	"We have electronic boards, but we do not use them. When the supplier delivered it, some spare parts were missing, I guess... we could not switch it on"	"We do not have internet at school, we use mobile internet at home, but it is very expensive"

LIMITED INCLUSION FOR DISABLED STUDENTS

Blended education could make education more inclusive

The combination of online and offline classes seems to be a promising and more desirable approach for users

Narrow focus on mobility impairments


Inclusive education practices are mainly focused on children with mobility impairment

Limited reach of innovations

Only 90 children with disabilities were included under a distance education project financed by international organizations

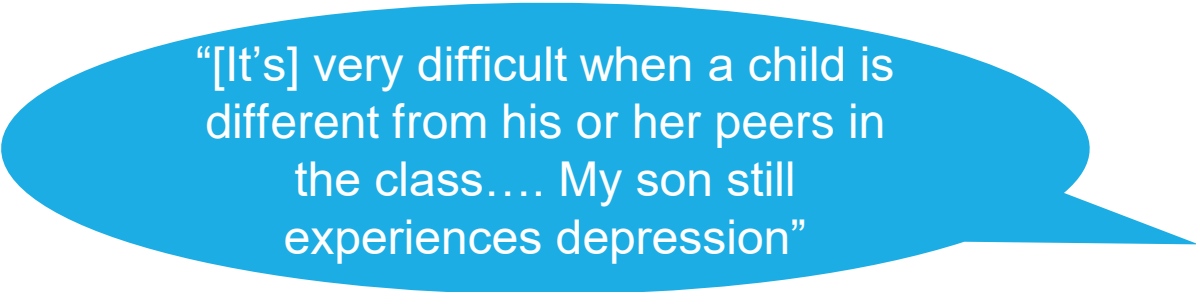
Inclusion or exclusion?

Children with disabilities and their parents say that they feel isolated by distance education



“We got smartphones and watch video lessons, it is good, but I like lessons in the school and it is better to go to school... sometimes I feel alone, miss my friends”

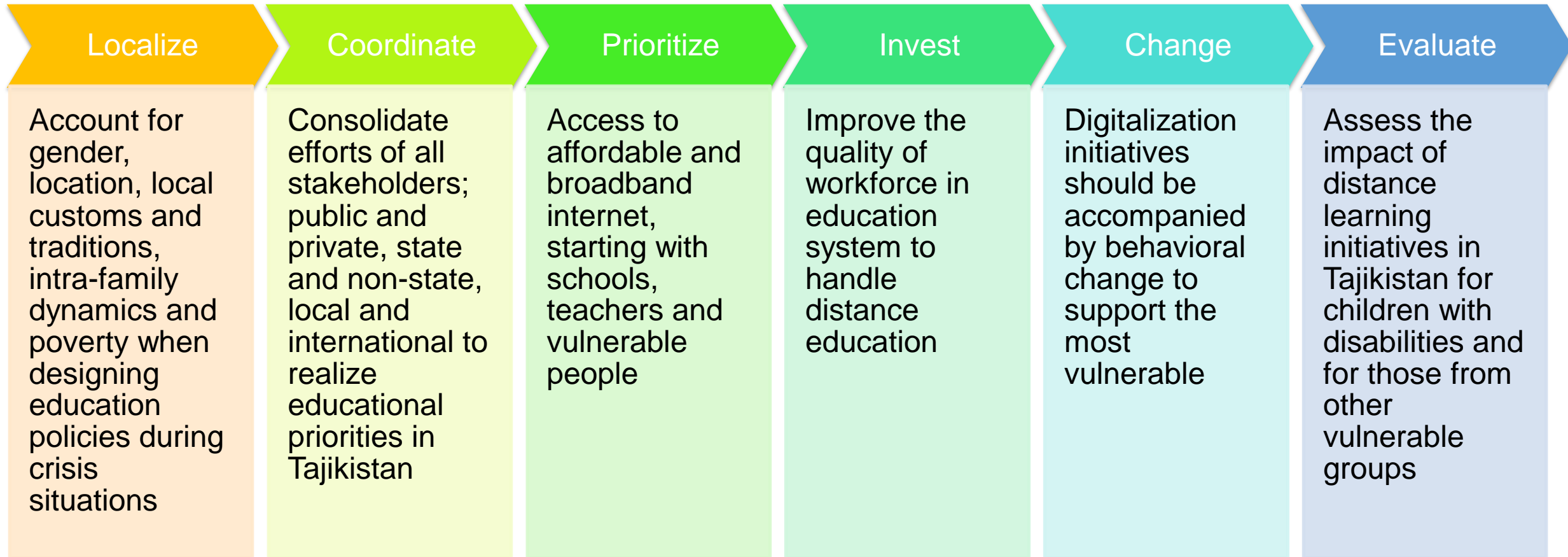
Child with disability



“[It’s] very difficult when a child is different from his or her peers in the class.... My son still experiences depression”

Parent focus group participant

KEY RECOMMENDATIONS



Thank you for your attention!

Contacts: anahitatj@gmail.com
jovidsho@gmail.com