

SCHOOL EDUCATION IN TAJIKISTAN: READINESS FOR DIGITAL EDUCATION

FINAL PRESENTATION OF THE RESEARCH PROJECT RESULTS



Dushanbe

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NGO ANAHITA

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PRESENTATION STRUCTURE

1. ABOUT THE PROJECT

2. MAIN RESULTS OF THE RESEARCH:

- Readiness of teachers and students for distance education
- Specifics of vulnerabilities
- Innovations

3. KEY RECOMMENDATIONS



PROMOTING INNOVATIVE APPROACHES
IN DISTANCE EDUCATION TO IMPROVE ACCESS
AND REDUCE INEQUALITY IN EDUCATION
IN KYRGYZSTAN, MONGOLIA AND TAJIKISTAN



Consortium of 3 public organizations:

TAALIM-FORUM

KYRGYZSTAN

NNC

MONGOLIA

ANAHITA

TAJIKISTAN

THE RESEARCH QUESTIONS



1. What are the specific vulnerabilities of groups studying in the distance education format, living in remote regions, boys and girls, including from ethnic minorities? New types of inequalities and specifically vulnerable groups?

2. What innovative practices of distance education have been identified? What is innovation? Who are they created by and who are they identified by? How can innovative practices be scaled up, in what formats and for which vulnerable groups?

FOCUS 



**Remote
regions**



Gender



**Ethnic
minorities**



- **Desk research**
- **Qualitative stage of the research**
 - 18 Focus Group Discussion, 21 Semi-structured interview, 6 Participant Observations
- **Quantitative stage of the research**
 - Representative samples
 - Khatlon province, Dushanbe City, Sogd province, DRS, Khujand City
 - 2000 schoolchildren grades 8,9,10 and 11
 - 500 teachers



READINESS OF TEACHERS AND STUDENTS FOR DISTANCE EDUCATION

DIGITAL ENVIRONMENT IN SCHOOLS



Availability and utilization of digital resources at school

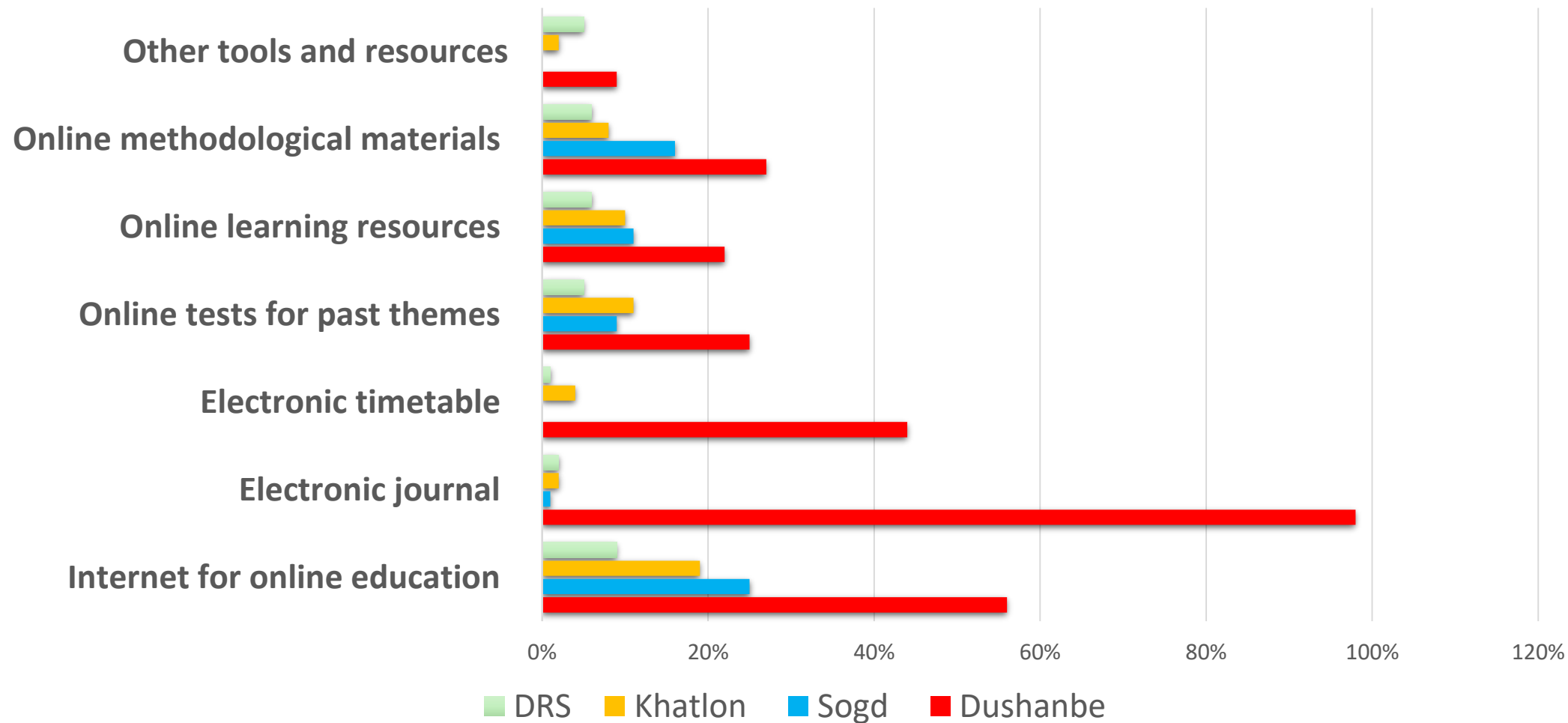
Usage of digital infrastructure at school in the last three month	Students	Teachers
Computer	78,5%	71,2%
Laptop or tablets	7,4%	27,0%
Printers	18,6%	40,0%
Scanners	6,6%	13,4%
Electronic board	40,3%	41,8%
Projector	26,1%	38,8%
did not use any of above	18,2%	17,2%

Resource	Dushanbe	Sogd	Khatlon	DRS
Computer	66,0%	90,3%	77,3%	68,8%
Electronic board	34,3%	59,3%	30,5%	18,0%
Projector	7,8%	45,9%	14,3%	16,8%
Did not use	26,3%	8,1%	20,5%	28,0%

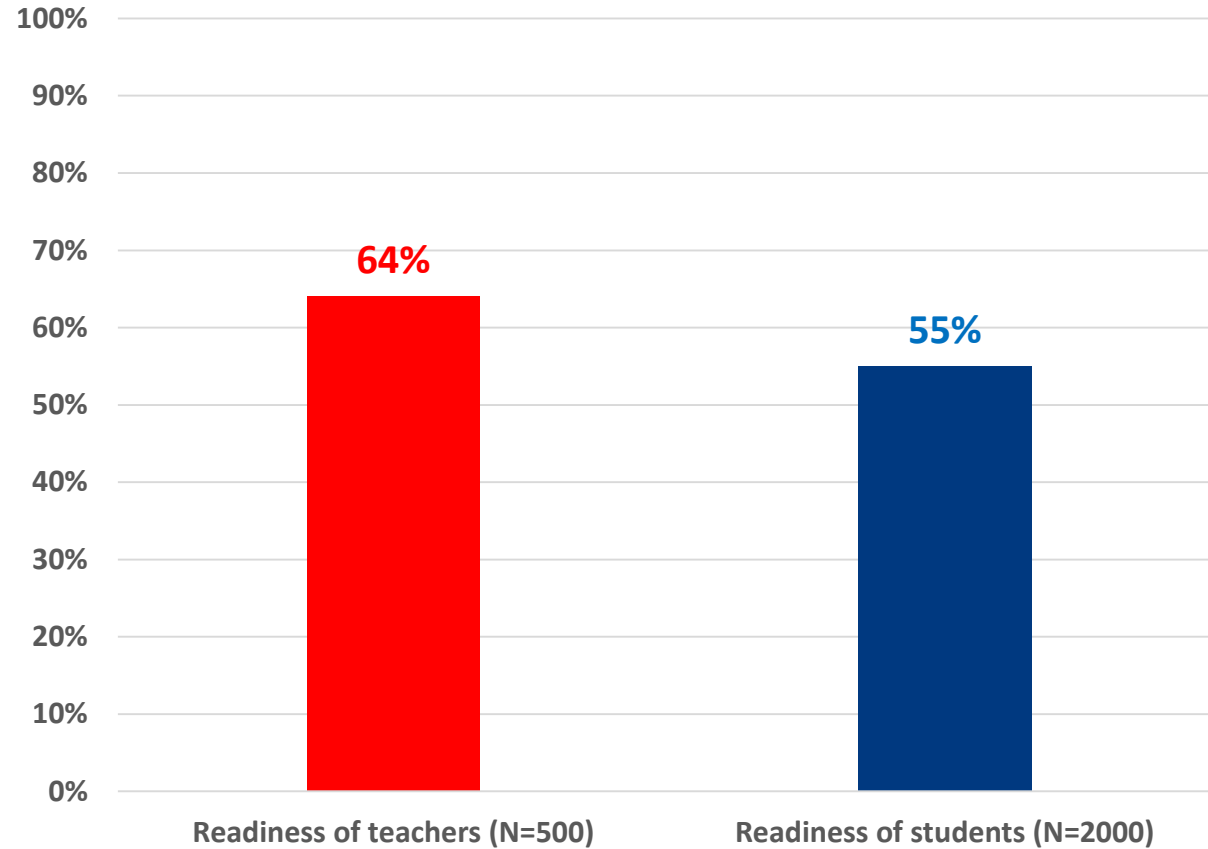
In Sogd, the highest level of usage of digital resources.

Except Sogd, in other regions up to 30% of teachers did not use digital resources in the last three month prior to the study.

DIGITAL ENVIRONMENT IN SCHOOLS



READINESS TO DIGITAL EDUCATION INDEX



- Differences across the regions
- Differences across the factors

READINESS TO DIGITAL EDUCATION INDEX



Readiness to Digital Education Index for teachers (N=500), by regions and factors

Location	Online teaching	Digital communication	Basic computer skills	Advanced computer skills	Using learning management systems	Overall readiness index
Dushanbe	67%	84%	68%	75%	61%	70%
Sogd	42%	77%	67%	78%	32%	55%
Khatlon	65%	80%	52%	67%	41%	62%
DRS	66%	84%	64%	72%	51%	67%

READINESS TO DIGITAL EDUCATION INDEX



Readiness to Digital Education Index for student (N=2000), by regions and factors

Location	Online learning	Digital communication	Basic computer skills	Advanced computer skills	Using learning management systems	Overall readiness index
Dushanbe	69%	76%	55%	66%	65%	67%
Sogd	26%	54%	47%	64%	20%	40%
Khatlon	55%	63%	36%	52%	41%	50%
DRS	65%	72%	46%	62%	56%	61%

EXPERIENCE OF DISTANCE EDUCATION



Distance education experience during COVID-19		Dushanbe	Sogd	Khatlon	DRS
Students					
Yes	%	13%	1%	8%	10%
Teachers					
Yes	%	9%	2%	5%	3%

No lockdown and formal shift to distance education applied in Tajikistan

Only some private schools and individual teachers have practiced some forms of distance education, mainly in Dushanbe

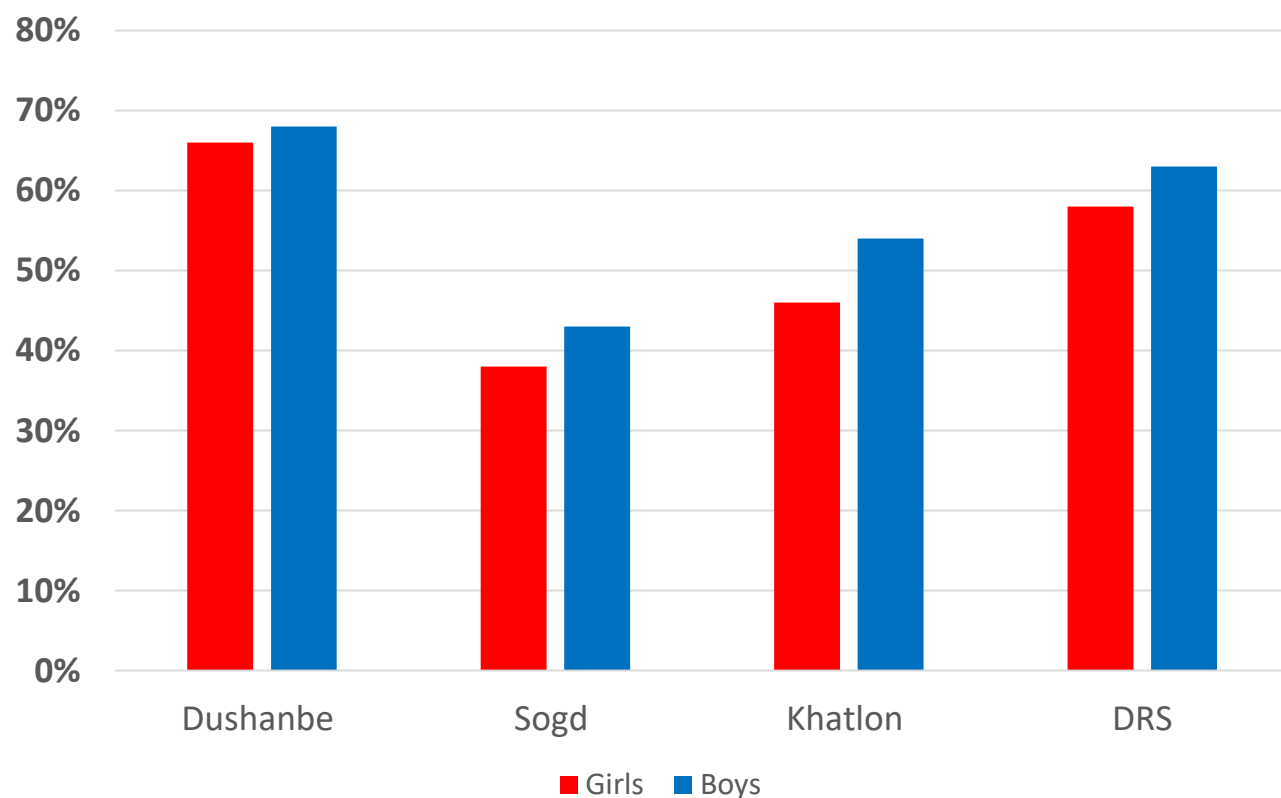


SPECIFICITY OF VULNERABILITIES IN THE COURSE OF DIGITALIZATION

VULNERABILITIES OF STUDENTS



Readiness index by gender and location



38% the lowest general readiness of girls in Sogd

The **gap** between boys and girls is slightly greater in Khatlon

ACCESS TO SMARTPHONES AND TABLET

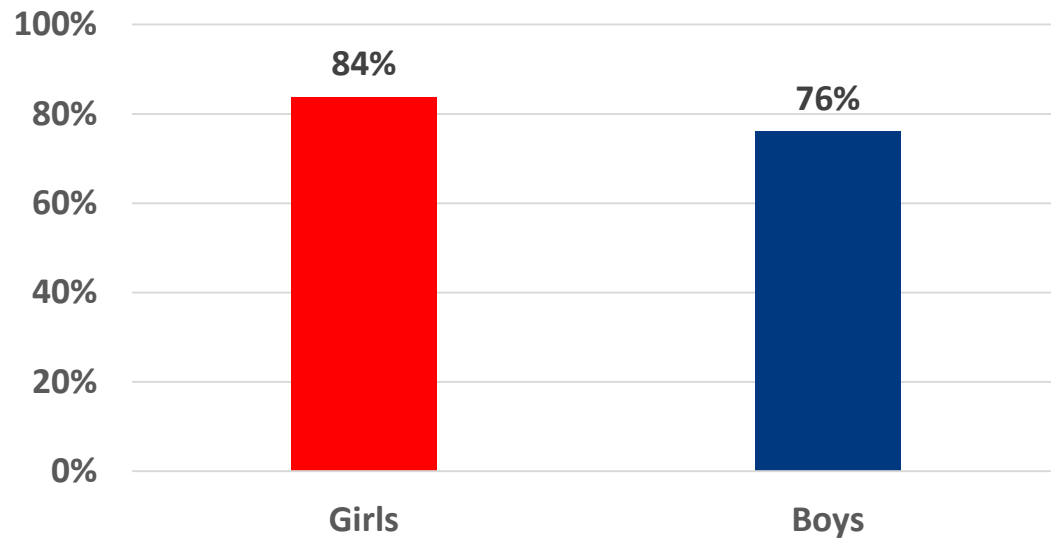


Location	Gender	When did you get your smartphone?		When did you get your tablet/laptop?	
		Before COVID-19	After COVID-19	Before Covid	After COVID-19
Dushanbe	Boys	44,7%	55,3%	72,8%	27,2%
	Girls	49,2%	50,8%	72,9%	27,1%
Sogd	Boys	36,8%	63,2%	61,8%	38,2%
	Girls	32,4%	67,6%	57,4%	42,6%
Khatlon	Boys	31,3%	68,8%	60,5%	39,5%
	Girls	21,7%	78,3%	44,3%	55,7%
DRS	Boys	44,7%	55,3%	69,3%	30,7%
	Girls	41,7%	58,3%	57,3%	42,7%

WORK IN THE HOUSEHOLD AND STUDY



I just have to study well



The labor division between boys and girls:

- **83%** of girls and **17%** of boys – cleaning
- **8%** and **19%** of girls, **34%** and **50%** of boys - caring for livestock, agricultural work
- **60%** of girls and **13%** of boys – cooking
- **49%** of girls and **37%** of boys – caring for younger siblings

FACTOR OF BELONGING TO ETHNIC MINORITIES



General readiness index for school children depending on the language at home:

- 54% - Tajik
- 40% - Russian
- 50% - Uzbek

Access to educational resources: most of the materials in the platforms are in Tajik, some materials available in Russian, no in Uzbek



- No more than **3%** of teachers have benefited from professional development of training opportunities on topics related with ICT or digitalization of education.



INNOVATIONS AND SOLUTIONS FOR DIGITALIZATION OF EDUCATION



JOINT ACTIONS BETWEEN THE MoES AND DEVELOPMENT PARTNERS AND OTHER LOCAL INITIATIVES

Creation and broadcast of TV lessons

Learning management systems – maktabmobile.tj

Multimedia educational platforms

Learning management system - e-donish.tj

Digitization of books

Digital education platform for ECD – tomaktabi.tj

ICT trainings

Digital educational app for ECD – Feed Me
Electronic platform for professional development
of teachers of primary grade

Electronic library (marifat.tj)

Most of the activities supported by development partners: UNICEF, EU, GPO, WB, USAID, IsDB, AKF and other organizations.

MAIN CHALLENGES



- **ICT skills of teachers and students**
- **Poor maintenance of existing ICT infrastructure and access to broadband internet or intranet**
- **Attitude towards girls education**
- **Regional disparities**

RECOMMENDATIONS



- Expand forms of internet access at affordable prices**
- Upgrade digital resources and technical support**
- Address gender inequalities through digital technologies.**
- Create an environment that encourages and incentivizes teacher innovation**
- Provide continuous professional development opportunities for teachers**
- Increase public awareness of all stakeholders about the benefits of digitalization**



The views expressed in the presentation do not necessarily reflect the views of the International Development Research Center (IDRC) and/or its Governing Board

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**THANK YOU
FOR YOUR ATTENTION**