



**UNESCO**

**Country Programming Document**

**REPUBLIC OF TAJIKISTAN**

**2012-2013**



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## EXECUTIVE SUMMARY

The UNESCO (Almaty Office) Country Programming Document (UCPD) for Tajikistan is designed to be linked with and complementary to the United Nations Development Assistance Framework (UNDAF) for Tajikistan (2010-2015) the common framework for all UN Agencies operating in the country. The UNDAF for the Republic of Tajikistan focuses on four pillars: (i) poverty reduction and good governance; (ii) food and nutrition security; (iii) clean water, sustainable environment and energy; (iv) quality basic services. The present UCPD-Tajikistan has been prepared in line with the Country Programme Outcomes outlined in the UNDAF.



*Buddha, Tajikistan National Museum of Antiquities*

The UCPD for the Republic of Tajikistan (2012-2013), herein referred to as UCPD-Tajikistan, is based on an analysis of the current situation and priorities of the country in the fields of education, natural sciences, social and human sciences, culture, communication and information, and HIV and AIDS prevention.

Efforts have been made to ensure that the UCPD-Tajikistan is aligned with the National Development Strategy and Economic Development Programme, which was drafted in line with the Millennium Development Goals (MDGs). The documents are based on assessments of current social and economic conditions and summarize the country's economic development goals, defining ways to achieve them. The goals defined in these documents are the following:

- **Strategic goals** ensure sustainable development of society based on successful implementation of policies forming a highly effective industrial society. Achieving this goal requires new industrialization policies, a substantial increase in investment, strict economic procedures for use of production resources to ensure economic openness and the growth of qualified labour resources.
- **Political goals** aim to create economic conditions for strengthening political sovereignty and economic safety of the Republic and at implementation of foreign policy fully reflecting national interests of the country.
- **Economic goals** imply creation of an economically developed material and technical base for intensive development of national economy, considerable enhancement of the economic growth rate and increased production of outputs per capita.
- **Social goals** envisage a series of measures aimed at solution of key social problems. They include: ensuring full employment of labour resources, decreasing the level of unemployment to as much as possible, increasing the material and moral welfare of population, reducing poverty, developing urbanization processes, and forming a middle class as the most important factor of social sustainability of society.
- **Public Investment Program** is a tool of managing investments which provides for control over distribution of internal and external resources between economic sectors of Tajikistan.

The UCPD-Tajikistan has been also elaborated building on previous work conducted by the UNESCO Almaty Cluster Office for Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan (UNESCO ATA), and in consultation with the National Commission of the Republic of Tajikistan for UNESCO. It identifies opportunities for the most effective

response to the country's needs within UNESCO's fields of competence, in line with the Organization's Medium-Term Strategy for 2008–2013 (34 C/4) document and priorities for the 2012–2013 biennium in the UNESCO Programme and Budget (36 C/5).

The UCPD-Tajikistan outlines achieved and expected results, main challenges and lessons learned, proposes avenues for future cooperation as well as a partnership framework.

## SITUATION ANALYSIS

### **Country assessment**

It has been more than a decade since the end of Tajikistan's civil war (1992-1997); 15 years of dramatic transition has affected not only Tajikistan's socio-economic life, but its institutional structures, economic and even cultural links. Tajikistan, facing reform challenges in the political, economic and social spheres, has spared no effort to become open to values and dynamic processes of contemporary development shared by many countries in the world. This concerns all areas of UNESCO's competence.

The poverty rate in Tajikistan has fallen from 72 percent in 2003 to 47 percent in 2009, while extreme poverty declined from 42 to 17 percent during the same period. Tajikistan continues to struggle with economic and social development issues as the poorest country in Central Asia. The country ranked 183 in the world in annual average income (USD 780 in 2010, according to World Bank statistics) and most of the population, especially in rural areas, lacks access to water, sanitation, and other basic services. Tajikistan's economy grew by 6.5% in 2010 and 7% in 2011, demonstrating recovery from the recent economic crisis. Still, the country is heavily dependent on remittances (according to official data provided by Migration Service under the GoT about 0.7 million Tajiks work in Russia and Kazakhstan); in 2011 migrant remittance flows equaled about 50 percent of GDP. According to official data, unemployment rose by 15 percent in the first half of 2011 as compared to 2010. By all indices, continuing corruption, poor infrastructure, drug trafficking from Afghanistan and low levels of investor confidence remain barriers to economic development. Despite these fundamental development challenges, Tajikistan is making significant achievements towards meeting the MDGs. However, Tajikistan still faces significant challenges that require a far wider and more comprehensive approach.



For Tajikistan, the challenges of transition were compounded by the civil war, with disastrous consequences for the **educational** system. Lack of core government funding and low professional capacities remain major barriers to the improvement of the teaching and learning processes and education reform in Tajikistan.

Reduction of budgetary allocations to education sector was observed during years of independence. While in 1991 allocation of national budget to education sector was 11% of GDP, in 1999 allocations reduced to 2.1% of GDP. Since 1999 there was certain increase of government allocations to education and in 2005 level of allocations was raised to 3.5% of GDP. In 2007 Government increased allocation to 3.9 %. In 2009 spending for education constituted 18% of total government expenditure.<sup>1</sup>

A variety of factors affect Tajikistan's educational system today, making it difficult for the country to achieve the MDG and "Education for All" (EFA) goals. Tajikistan is among the 62 UNGEI target countries. Gender disparity at the secondary level remains as a challenge to meet the Dakar EFA Goal 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015.

<sup>1</sup> State Statistics Agency of the Republic of Tajikistan, Education in the Republic of Tajikistan, 2009.

Government priorities to achieve MDG 3 goal based on MDGs-costing exercise include serious gender-related commitments which implementation depends on internal and external funding necessary to bring the required expertise/knowledge/techniques. Gender equality issues were considered as cross-cutting theme for all relevant sectors covered by Joint Country Support Strategy (JCSS). Despite these legal and policy provisions in practice gender inequality is still a serious problem especially in the education sector. Access to education is hampered by the traditional perception of the role of women in the society. While at the level of primary school gender gap is small, at the later stages of education especially in the senior grades of secondary schools and tertiary education, it is significant.

The rendering of quality educational services is hampered at present by a number of factors, which are risks that need to be considered in any education planning process. These include: a high population growth rate, migration, insufficient public budget to meet the full needs of the education system, poor learning conditions and outdated approaches to education management and planning.

These factors have negatively impacted the access, quality, and relevance of the education system, leading to a decline in gross and net enrollment ratios, lower attendance and higher drop outs.

The MDG goals and needs assessment report for its implementation have established the following objectives in the sphere of general secondary education: rehabilitation of school infrastructure, textbook provision to all students, construction of new schools throughout the country, training and retraining of school teachers, development of updated curricula, improvement of school management and funding.

The National Strategy for Education Development analysis states several specific problems that affect the education sector in Tajikistan:

- management of education system, its decentralization with relevant capacity building and knowledge enhancement;
- access to quality education at all levels;
- availability of qualified human resources (teachers, educators, managers, scientists);
- financial resources and funding priorities for different education levels.

Improvement in the quality of education is a necessary concomitant in the struggle for poverty alleviation in Tajikistan. The national PRSPs, UNDAF documents and the MDGs all underline this issue. The education policy has been defined on the basis of existing laws and regulations of the Republic of Tajikistan. Several important strategy and policy documents such as the National Report on EFA Assessment, PRSP, NS for Education Development in the Republic of Tajikistan have been developed and approved. Some of these documents were developed to implement the goals set forth in the PRSP, MDG, and EFA, within the context of realizing long term objectives of education system reforms including a starting point for rational allocation of state resources to address the critical problems faced by the system.

The Fast Track Initiative Catalytic Fund (FTI-CF) grant agreement with the Government of Tajikistan was signed to promote implementation of the EFA and the National Strategy for Education Development (NSED), the other track focused on broader strategic issues pertaining to NSED design and delivery. It is mostly relevant to the areas of teacher training, education financing and management. The grant also

supports national institutions, particularly those responsible for infrastructure, training and curriculum. However, grant progress has been generally slow. The FTI review found that in terms of realizing the NSED and implementation of relative EFA goals there are several areas where policy be improved. There is a need to support the MoE to institutionalize human resources management capacity and to identify and address professional development needs. In fact, if the country is to deliver the NSED and achieve its goals, the MOE and the education system in general need to boost professional capacities and improve the policy context.

That's why one of the 'niches' where a significant contribution at the country level is needed is human capacity building and the strengthening of national research system. It will facilitate the implementation of the education strategies and consolidate the sharing of information and best practices. The areas of concern are access to early childhood and life skills education, quality of education. The main problems are low coverage of early childhood education, weak preschool preparation and a lack of teaching-learning materials; only 7% of children are enrolled in preschool education programs. Pre-school and pre-primary education are priorities for the RT educational system. There is a lack of national expertise for accurate and credible EFA planning, management and monitoring of progress. The priorities and challenges identified provide a broad framework for a variety of interventions focusing on support for improving access and quality of basic education for all, lifelong learning and education for sustainable development. National capacities have eroded due to the lack of funding, exodus of personnel and changes in educational system that hamper the training of new personnel as well as the retraining of those who need knowledge and skills upgrade.

Tajikistan remains in the concentrated stage of the **HIV and AIDS** epidemic, meaning that the prevalence of HIV is less than one percent among the general population; nonetheless, according to the *UNAIDS 2010 Report on the Global AIDS Epidemic* Tajikistan is one of the countries where incidence rate of HIV infection increased more than 25% during the last 10 years. Unsafe injecting drug use remains the leading cause of HIV infection in the country, although considerable transmission also occurs to sexual



*Preventive education training*

partners of injecting drug users. Besides that, the influence of factors such as commercial sex and large scale labour migration is increasing in recent years. For these reasons, the number of new HIV infections as a result of sexual intercourse is increasing, particularly among women. The number of newly registered cases of HIV infection among women has increased threefold over the last five years, including HIV cases among pregnant women.

Tajikistan has declared its commitment to address the HIV and AIDS crisis in the Declaration of Commitment on HIV and AIDS, 2001. The Fourth National Programme on HIV for 2011-2015 has been developed, and was budgeted and approved by the Government in October, 2010. The National Programme is based on approaches to achieve MDG6. Teachers do not receive sufficient training in the area of HIV and AIDS. The lack support and materials on Preventive Education adversely affects motivation to work in this area. Teachers prefer to provide information only and do not focus on life skills development. For this reason, UNESCO supports development of education materials that focus on the participatory approach for various education sector specialists, including teacher trainees.

In the area of the **natural sciences**, Tajikistan faces enormous challenges in the energy and water sectors as well as environment. As a land-locked country with limited natural resources, environmental degradation is another major factor threatening the economy's future viability. Weak institutional, administrative, and regulatory mechanisms have resulted in a number of environmental problems including distorted and inefficient exploitation of natural resources, energy instability, extensive air, water and land pollution and inadequate waste disposal systems. Energy sector development is a key priority in the country. While Tajikistan has significant hydro electric power potential, less than 4% is currently used for its generation.<sup>2</sup> The Pamir range offers a huge hydro power potential for Tajikistan. Apart from some smaller plants the only big hydro power plant in Tajikistan is at the Nurek (Dam built during the Soviet times



*Nurek reservoir, Tajikistan*

between 1961 and 1980 on the Vaksh River (a tributary of Amu-Darya) some 80 kilometers East of Dushanbe. With a 300 meters earth-filled dam it is the world champion in its category and the third in ranking amongst all the dams of the world. Behind the dam there is a 10 cubic kilometer (10 billion cubic meters) body of water. The main purpose of the dam is to generate electricity. This industry is highly vulnerable to environmental factors.

As with other glaciers worldwide, the glaciers of Central Asia are experiencing a rapid decline in mass. Changes in glaciers in the Central Asian mountains, including the Pamir, will have significant effects on the large regional populations. It is therefore crucial to assess and monitor all aspects of the water resources in the highly important headwaters of the rivers of central Asia located in High mountains of Tajikistan and, in particular, to monitor the changes in and consequent impacts on river regimes of the melting of snow, glacier ice and permafrost.

A severely cold winter in 2007/2008 clearly demonstrated Tajikistan's energy sector vulnerabilities to adverse weather conditions. The winter crisis made energy sector reform a priority for the government and placed alternative energy sources in the spotlight. The importance of alternative energy was reiterated by Tajik President Rahmon during his speech to the UN General Assembly last year. Similarly In December 2010 the United Nations General Assembly (UNGA) declared the year 2013 as the United Nations International Year of Water Cooperation (A/RES/65/154) based on a proposal from a group of countries initiated by Tajikistan.

If appropriate water-saving measures are not taken quickly, rapidly shrinking glaciers will question longer-term prospects of hydropower development, increase the severity of natural disasters and threaten agricultural sustainability. Disputes with Uzbekistan and other downstream countries that rely on adequate water provision from Tajikistan (and Kyrgyzstan for irrigation) has the potential to further exacerbate an already fragile regional cooperation framework in Central Asia. Pressures on agricultural lands and forests are likely to grow with the gradual degradation of rural infrastructure, decreasing living standards of the rural population and limiting the capacity of individual farmers to buy farm inputs. Increased water scarcity makes irrigation efficiency a pressing issue.

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<sup>2</sup> Data of the Ministry of Melioration and Water Resources of the Republic of Tajikistan



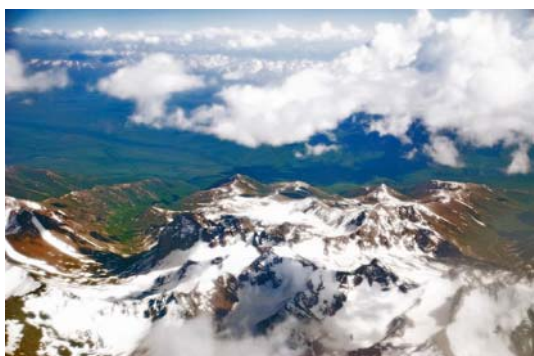
Most of Tajikistan's irrigation and drainage systems have become obsolete. This has resulted in excessive water loss, low irrigation efficiencies, and declining crop yields. A recent environmental study stated irrigation-related land degradation as Tajikistan's principal environmental issue.<sup>3</sup> Together with deforestation and overgrazing of pasturelands, this represents the leading threat, not only to agriculture's sustainability, but to the increased severity of natural disasters. The country suffers significant number of disasters (floods, draughts, earthquakes, landslides, avalanches) - 236 in 2010, 155 in the 1-st quarter of 2012. This causes widespread damage to communities and social infrastructure, increases the vulnerability of households and impedes development gains. Floods alone have affected more than 400,000 people between 1994 and 2007. Natural disasters have caused more than \$280 million USD in economic damage.

Only 93% and 61% of urban and rural populations, respectively, have access to adequate water sources. Approximately 87% and 20% of urban and rural populations, respectively, receive water from centralised water systems that do not meet drinking water standards. Sewage services are available to only 23% and 5% of the urban and rural population respectively. Further, 65% of the national water supply system is in severe decay. Potable water related issues have significant impact on public health.

With respect to academia in Tajikistan, there is significant potential for national scientific development in the Academy of Sciences. The Academy and all scientific development previously was managed under state control; with independence, the scientific community has made slow progress, lacking public financing and suffering from brain drain. The establishment of international scientific cooperation programmes is a priority for Tajikistan and is a key tool for national development.

The national development strategy<sup>4</sup> of Tajikistan includes the following specific priorities in areas of UNESCO's expertise in the natural sciences:

- Strengthen institutional potential with a view to promoting environmental sustainability;
- Address problems associated with natural disasters through their prevention and the effective management of natural resources;
- Promote conservation and proper management of biodiversity and ecosystems;
- Reform the water system as a whole through the improvement of policy and make effective use of existing potential (irrigation/potable water and hydropower);
- Expansion of the country's energy potential;
- Expanding international scientific and technical cooperation and participation of the science sector in the globalization processes.



Links and cooperation in the natural sciences with Central Asian countries are progressing, notably in integrated water resource management (surface and ground), glacier monitoring, renewable energy sources and disaster preparedness. Water resources management, including glaciers and disaster preparedness issues can play a significant role in fostering regional cooperation. In light of this, UNESCO will focus efforts on strengthening

<sup>3</sup> Tajikistan Country Environment Assessment, World Bank, 2008

<sup>4</sup> National Development Strategy of the Republic of Tajikistan for the period to 2015, Dushanbe, August 2006

cooperation with CA countries in these areas and involvement of Tajikistan in the global programmes and networks supported by UNESCO (IHP initiative such as PCCP, G-WADI and MAB).

As UNESCO is officially appointed by UN-Water to lead the preparations of the International Year of Water Cooperation, initiated by Tajikistan, the activities of the year should be developed in cooperation with Tajik government to emphasize the importance of science and scientific cooperation to meet the challenges of water security.

In the **social sciences**, labour migration has dominated Tajikistan's economic and social landscape in recent years. Tajikistan is heavily dependent on migrant remittances (according to unofficial data up to 1.5 million Tajiks work in Russia and Kazakhstan as the primary destination countries). In 2010 migrant remittances equaled 42 percent of GDP according to World Bank figures.

The social consequences of migration have been extensive for both Tajikistan and receiving countries. Tajik migrants often face linguistic and cultural barriers in the countries of destination; moreover with the recent global financial crisis, changing attitudes towards foreign migrant labour and tighter restrictions on migrants in Russia and Kazakhstan, Tajik workers have suffered from discrimination. This has been an increasing problem in Russia, where migrants, among them Tajiks, have suffered numerous attacks and a number of deaths at the hands of ultranationalist thugs. Negative stereotypes of labour migrants have emerged in the media, only exacerbating the problem.



*Protecting Migrants through Better Communication*

In March 2012 a new Tajikistan draft law on labour migration abroad was under discussion. The draft law envisions better protection mechanisms for migrants going to other countries for work, including clear definitions of responsibilities of various agencies dealing with migration and mechanisms for filing grievances when migrants are expelled from the countries of destination, for families of migrants seeking clarification on the status of property or parental rights. The law also envisions a fund that will assist migrants in need, provide language and cultural adaptation pre-departure as well as repatriation assistance. The law is to be finalized by the end of 2012.

Tajikistan's government continues to enforce a repressive law on religion and in 2011 introduced new legislation further restricting religious expression for certain sections. The human rights situation remains poor in the country by all international accounts. Tajikistan's geo-political location on the border with Afghanistan makes it vulnerable to penetration by extremist groups vying for control in the region.

The recent Universal Periodic Review recommendations made in October 2011 welcomed the adoption of a moratorium on the death penalty in Tajikistan but expressed concern with restrictions on freedom of belief and media. The UPR recommendations also called for ratification of the Optional Protocol of the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment.

With regard to investment and economic infrastructure, Tajikistan's ranking in IFC/World Bank's "Ease of Doing Business" index has risen somewhat in recent years yet remains

in the lower one-quarter of the 183 countries surveyed due to the severe bureaucratic obstacles in getting registration and permits, a lack of protection of property rights and persistent energy shortages and low levels of qualified personnel. For these reasons the country has been unable to attract much foreign direct investment, greatly hindering Tajikistan's economic and social development.

Parliamentary elections held in February 2010 gave Tajik President Rahmon's People's Democratic Party of Tajikistan (PDPT) almost 72% of the vote. The Organization for



Security and Co-operation in Europe (OSCE), declared the elections flawed but peaceful.

Uzbekistan's opposition on environmental grounds to hydro-energy projects in upstream Tajikistan have made relations between tense between the two states. As in the rest of the region, water issues are of paramount concern; natural disasters such as floods, earthquakes and drought occur on a regular basis and add to Tajikistan's agricultural woes. Food and energy insecurity are perennial concerns.

Tajikistan is paying great attention to **culture**, which is at the heart of its national development strategy. However, overall there remains a lack of technical expertise among government officials and experts or cultural actors, inadequate legislative and administrative frameworks,

scarce resources, fragile and under-financed public cultural institutions. Despite recent modest progress due to support provided by a few international NGOs with solid expertise in particular fields, the situation prevents optimization of the socio-economic potential of the cultural sector. Although three quarters of the Tajik population live in the countryside, assistance provided in the field of culture is mostly limited to Dushanbe.

The culture sector continues to be predominantly government-driven; community-based cultural activities are very rare, even in the countryside. As the UNDAF underlines, the Tajiks' lack of adequate entrepreneurial skills limits their ability to engage in cultural initiatives that could generate income. This is particularly true for women, who do not have equal access to employment opportunities in the cultural sector. Despite the proximity and cultural ties with Afghanistan, the level of cooperation in the cultural spheres is quite slow.

The Tajik government has recognized the potential of culture to address issues such as poverty or social cohesion. The national development strategy<sup>5</sup> of Tajikistan includes three explicit and specific objectives in the field of culture:

1. Creating the necessary infrastructure for the development and promotion of tourism, in particular ecotourism. This includes measures to improve the

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<sup>5</sup> National Development Strategy of the Republic of Tajikistan for the period to 2015, Dushanbe, August 2006

- legislative framework, training of personnel and increasing the potential of human resources, raising the quality of services and competitiveness;
2. Preserving valuable cultural and historical assets. This includes efforts for the conservation of archaeological sites and historical monuments, and the adoption of a “State Museum Development Programme” which aims at modernizing the museum sector (helping museums to become research centres, sending museum professionals to Turkey, Iran and Russia to study museology);
  3. Developing and promoting traditional handicraft to boost employment, particularly among vulnerable groups such as women and people living in rural areas.

Tajikistan is State Party to a number of conventions and remains committed to UNESCO’s normative action. However, owing to scarce resources and insufficient expertise, it has difficulties implementing these conventions. A few examples: one cultural site is still occupied by military forces (1954 Convention); museum and other objects’ inventories are not updated and do not follow international standards (1970 Convention); the World Heritage List includes, to date, only one Tajik cultural and no natural sites (1972 Convention), despite the recent revision of the Tentative List and submission of cultural and natural sites; national legislation is not yet updated in connection with the 2003 and 2005 Conventions. As indicated in the new CCA-UNDAF Guidelines, it will be of great importance to identify gaps in the implementation of ratified normative instruments where UNESCO can provide support.

Links and cooperation relationships in the field of culture with Central Asian neighboring countries are progressing, notably in the field of heritage. Tajikistan has also collaborated with Iran in the field of museums and restoration of historical monuments. Furthermore, Iran, in collaboration with neighboring republics in Central Asia, the Caucasus, and the countries bordering the Caspian Sea, announced its wish to establish a center for the common heritage of the region. Culture can therefore play a significant role in fostering regional cooperation, a key objective mentioned in the UNDAF 2010-2015. In light of this, UNESCO should focus efforts on heritage preservation and safeguarding (Silk Roads and Rock Art Serial Nominations and national World Heritage nominations, capacity-building in heritage management and conservation) and museum development as priorities, while promoting implementation of related conventions. The above areas may represent opportunities for extra-budgetary funding mobilization (Silk Roads and Rock Art Serial Nominations with Norway, Crafts development with Korea, capacity-building for Tajik museums with Iran, etc).

In the area of **communication and information** Tajikistan has seen a positive trend in the development of the skills of information professionals. However, many problems remain, including restrictive media legislation and practices and the safety of journalists. Many media outlets are state controlled. Contentious issues regarding media legislation include provisions on registration of the mass media and criminal libel and lack of a clear state strategy for media development. Because of the need to enhance conditions for the free flow of and universal access to information, the government ratified a law on the access to information in July 2007. As the law has not yet been implemented, several freedom of information principles, such as charging a high fee for information provision (2009) have created obstacles for individuals enjoying their right to information.

The blocking of internet resources (2010-2012) is a common practice. In addition, there is a need to revise and update the curricula used to educate journalists and to upgrade

their skills in specialized reporting on current development challenges, including reporting on sustainable development issues.

**Gender equality** is one of the key elements in poverty eradication and supporting sustainable development. Tajikistan is committed to achieving it, as confirmed by its ratification of Convention on Elimination of All Forms of Discrimination against Women (CEDAW) whose provisions were translated to the Constitution of Tajikistan and other



*Open market, Tajikistan*

laws. To reaffirm its commitments, Tajikistan drafted and adopted a specific Law on State Guarantees of Equal Rights and Opportunities for Women and Men as well as relevant national strategies and programme. In the NDS gender equality is mentioned as a specific direction under the social block. The UNCT in Tajikistan has drafted its next UNDAF for 2010-2014 where gender equality issues are considered cross-cutting and reflected in its key pillars such as Rural Poverty/Governance; Food and Nutrition Security and Access to Basic Services.

Government priorities to achieve MDG 3 based on MDGs-costing exercise include serious gender-related commitments for which implementation depends on internal and external funding necessary to bring the required expertise/knowledge/techniques. Gender equality issues were considered a cross-cutting theme for all relevant sectors covered by the Joint Country Support Strategy (JCSS).

Tajikistan has made significant progress in gender equality and woman participation in decision making at top levels, for example deputy Prime-minister is woman, most of minister's deputies are women, women are in Parliament. However, despite these legal and policy provisions, in practice gender inequality is still a serious problem. Due to a resurgence of patriarchal values, the phenomena of early marriage and polygamy have appeared. There is evidence of incidence of domestic violence and trafficking of women although the extent of these phenomena is not documented. Poverty, a sharp decrease in the number of child care institutions, high prices for communal services or their complete absence in rural areas and the increased burden of women with regard to family and child care thus has limited their activities in the society and the economy of the country.

## PAST AND PRESENT COOPERATION

UNESCO's achievements and lessons learned in previous and current biennia through both regular programme and extra-budgetary activities provide a strong foundation for its further work in Tajikistan.

**Education:** The UNESCO Almaty education strategy in Tajikistan targets all levels of duty bearers for their obligation to bring the Tajikistan Education System and its services aligned with the EFA goals achievements and provision of quality education for all. It has the following challenging approaches:

- provision of technical expertise to support government in education policy reform and development, through promoting policy dialogue, research, setting norms and standards;
- assisting national efforts to achieve the EFA Goals through capacity development in education planning, management, monitoring and evaluation within the framework of the National Strategy for Education Development;
- access to relevant and quality education services at all levels, including capacity building in teacher training, non-formal education and ICT for quality education

The UNESCO Almaty education strategy is committed to assisting Ministry of Education in Tajikistan for achievement of national priority goals, supporting EFA strategies, promoting quality education as fundamental right. The character of education programmes was based on national and sub-regional priorities. During 2010-2011 UNESCO Almaty continued to move towards upgrading of analytical and result based planning, budgeting, management and other practical tools and skills within the education system. The training programmes proposed were designed with the focus on the needs defined in discussion with member-states and CA Education Forum country theme groups. As a result ministerial capacities were enhanced in strategic education planning with focus on education planning, management and financing. The recommendations for national policy strategic planning and management were developed and provided for consideration to relative departments and Ministry of education.

There was still a need to provide capacity budding in education monitoring and evaluation. With this regard the CA workshop was organized in 2011 to prove knowledge and skills in assessment of learning outcomes, teaching/learning environment, staff professional development. The recommendations developed were provided for consideration of Ministry of Education and local education departments for endorsement of education sector plans and practices.

Within expanding access to quality ECCE through promotion of pre-school education and teacher training UNESCO Almaty cooperated with the In-Service Teacher Training



Institute to develop seven pre-school teaching modules and train 125 pre-school professionals in five regions of the country. Building and strengthening of human resource capacities was achieved through national and sub-regional meetings and trainings for decision makers from Ministries of Education and relevant organizations through programmes on HIV prevention, human rights-based education, and education for sustainable development.

UNESCO Almaty assistance was strengthened through the provision of policy tools and analytical reports on global trends in education.

According to the EFA MDA national report, Tajikistan requires particular assistance targeting EFA goal 1 - Expand early childhood care and education. Under overall UNDAF 2010-2015 outcome - increased access to quality early learning opportunities, especially for girls, the UNESCO Almaty in cooperation with UNICEF country office provided assistance to improve quality of pre-school learning programme, adopt it to early learning and development standards and revise teacher training curricula. Teacher training modules have been developed by the team of ECCE experts and professionals, approved by Ministry of Education and disseminated among local teacher training institutes. Workshops on pre-school education were conducted in 2010-2011 in cooperation with the National In-service Teacher Training Institute and Ministry of Education to develop recommendations for pre-school teacher training programmes and integration of the training modules into compulsory teacher training curriculum.

Sub-regional conferences were organized to reflect the principles of sustainable development in the existing education strategies. ESD priorities in education were contextualized through sub-regional dialogue to promote inter-agency cooperation and partnerships for capacity-building actions within the framework of the UN Decade for Sustainable Development. UNESCO Almaty in cooperation with the Regional Environmental Centre for Central and Eastern Europe and the Regional Environmental Centre for Central Asia in Almaty, OSCE, UNDP/GEF and Chevron, prepared, tested and disseminated the Green Pack Multi-Media materials on environmental protection and sustainable development to secondary school teachers in Tajikistan. The Green Pack consists of 25 educational modules on critical issues for Central Asia. Pilot teacher trainings were conducted in all cluster countries using these materials.

UNESCO HIV Prevention activities in Tajikistan during 2010-2011 focused on implementing EDUCAIDS, UNAIDS Global initiative led by UNESCO, through promotion of HIV and drug use preventive education. All activities were conducted in collaboration with the Ministry of Education. UNESCO Almaty provides technical and some financial support to the Ministry on "Comprehensive Education Sector Response to HIV and AIDS." National experts with the support of UNESCO Almaty and international consultants have adapted the manual "HIV Prevention and Youth" for teacher trainers of pedagogical universities. Five hundred copies of the adapted manual "HIV Prevention and Youth" were printed in both Tajik and Russian languages and distributed; forty teacher trainers from pedagogical universities enhanced their knowledge on effective teaching approaches for preventive education; three representatives from the Tajik Ministry of Education shared their experiences and discussed ways of strengthening preventive education in EE and CA. Some pictures taken by Tajik photographers were presented at a photo exhibition devoted to World AIDS Day 2010 in Almaty, Kazakhstan.



*Manual "HIV Prevention and Youth" published in Tajikistan*

UNESCO Almaty mapped the extent to which the shift in policy and practice in support of EFA, MDGs, UN ESD, LD is taking place in the country, providing technical assistance in analyzing the achievements and progress of educational policies and strategies that are making a difference through investment in sustainable development. However, a determined effort by the government and the donors is required to bridge the gaps of human resource requirements and consider national commitments and ownership to achieve greater impact in a number of education priorities. There is a significant and growing trend in the country toward a holistic approach to education planning and curriculum reforms, considering education as a prerequisite and social investment for sustainable development.

The character of the UNESCO Almaty **natural science** sector strategy in Tajikistan is based on national and sub-regional priorities committed to assisting relevant ministries and authorities in achieving national priority goals. A number of capacity building activities and initiatives were organized during 2010-2011 with the participation of decision makers, experts and specialists from Tajikistan.

Discussions with the Executive Committee of International Fund for Saving the Aral Sea and several donors regarding the set of priorities for 2012-2014 were conducted in framework of "Dushanbe Water Forum". UNESCO received a request to update the status of water education in Central Asian countries and provide recommendations for future cooperation in the area of IWRM capacity building. The sub-regional workshop "Capacity Building for IWRM in Central Asia" was organized by UNESCO Almaty and UNDP. The workshop presented a review of the "Status of water education in Kazakhstan, Kyrgyzstan and Tajikistan" conducted by country experts with UNESCO financial support. The activity analyzed the teaching of issues related to water resources at universities of Central Asia to identify the problems in educational process and make recommendations for improvement. A status review and recommendations were provided to ministries and stakeholders.

In 2010 a young scientist from Tajikistan participated in G-WADI summer school on land surface observing, modeling and data assimilation (Beijing).

Five Tajikistan experts participated in discussions on the current status of the glacier study and prospects for joint activities during a workshop, "Modern Problems of Glaciology in Central Asia and Prospects of Scientific Cooperation on the Basis of Central-Asian Regional Glaciological Center category 2 under the auspice of UNESCO." The workshop was held in cooperation with the Institute of Geography and UNDP (2010).

Young scientists from Tajikistan participated in the sub-regional "Glaciers' mass balance training." National experts in the area of transboundary aquifers and Committee of Geology of Tajikistan participated in the sub-regional workshop "Transboundary Aquifers in Central Asia: An Integrated Approach for Multidisciplinary Study and Governance" organized in Almaty in cooperation with OSCE. The workshop discussed the needs and the role of groundwater resources, reviewed the adaptation measures to the





climate change and the expected increased consumption of water, addressed issues and challenges in the management of transboundary aquifers and confirmed the interest and the expectations in the current and upcoming ground water transboundary projects.

In 2011 UNESCO Almaty supported the international Conference “Mountain Hazards 2011”. The conference investigated the hazardous natural processes and experience in monitoring and risk mitigation. Research of relations between current climate changes and hazardous processes in mountain environment was the special topic of the conference. The conference thematically was linked with the 1st International Expedition for studying of glaciers and the environmental situation in upstream regions of the Vakhsh and Pyanj in August 2011.

In light of growing interest in Renewable Energy in Central Asia countries, in 2009-2010 UNESCO Almaty in cooperation with experts from Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan conducted research, prepared and issued an e-publication "Use of Renewable Energy Sources in Central Asia. Perspectives and Capacity Building Needs". The UNESCO strategy on renewable energy and priority areas was presented at a UNDP workshop "Climate change – the development of a proposal from science institutions" (April 2010). A specialist and expert from Tajikistan participated in the work of the workshop on "Legal, Scientific, Technical and Economic Aspects of Use of Renewable Energy" (Astana 2010) organized with UNDP Kazakhstan. UNESCO invited an international expert to share experience in development of RES. Two experts from Tajikistan participated in a meeting on renewable energy in Central Asia held in November 2010. The event was organized by UNESCO Almaty in cooperation with ISESCO and was attended by 20 experts representing universities, research institutions, and business companies from the sub-region, as well as independent international experts.

Experience has shown that the sub-regional level activities in the area of water resources, climate change, natural disasters are mutually vital for Tajikistan and other cluster member countries. That kind of projects will facilitate better understanding of the subject, deepening regional cooperation, establishing the networks and capacity building. English language requirement is a big obstacle for participation of Tajik specialists in the international conferences, trainings and workshops, thus they should be more involved in the similar activities at the regional and sub-regional levels. Relations with the National authorities through National Commission should be strengthened in order to avoid duplications and for achieving multiplication effect.

The UNESCO Almaty **Social and Human Sciences** unit in 2010-2011 focused on building inclusive, tolerant societies through dialogue as well as the dissemination of accurate information on labour migration in Central Asia. During 2010-2011, UNESCO's Social and Human Sciences Sector began a reorganization process to focus more clearly its priorities on UNESCO's mandate and to allow for more effective cross-cutting work with other UNESCO sectors. For the Central Asia cluster and for Tajikistan in particular, UNESCO Almaty's strategy in the social and human sciences focuses on two main areas: fostering social integration of labour migrants and members of their families, and tolerance and reconciliation through cross-cultural dialogue. In carrying out this strategy in Tajikistan, UNESCO cooperates closely with other UN agencies and local partners to implement activities using a human rights-based approach that focuses on empowering individuals to overcome development challenges.

UNESCO Almaty supported an international conference on tolerance, “Promoting Tolerant Societies in Central Asia: on the Path to a Culture of Peace” held in April 2011. The conference promoted active dialogue on contemporary problems of tolerance, intercultural and interfaith dialogue in the region. A highlight of the conference was a parallel youth section, where university students shared their own perspectives on tolerance, discrimination and identity. In late 2011 UNESCO Almaty cooperated with Russian-Tajik (Slavic) University on research related to youth, migration and ethnic



*Building Tolerant Societies in Central Asia through Dialogue*

identity in Tajikistan. The research project involved university students and faculty, culminating in a research roundtable in November 2011 that brought together young researchers from Kyrgyzstan and Tajikistan as well as government officials and international organizations to discuss migration challenges in labour migrant sending countries.

UNESCO Almaty also partnered with the UN Women Subregional Office for Eastern Europe and Central Asia to support creation of a Migration Media Network (MMN) to promote fair and accurate reporting and protect the rights of labour migrants and members of their families. UNESCO Almaty supported training for Tajik journalists on labour migration, within the regional UN Women programme on labour migration. A workshop to promote awareness on HIV risk among labour migrants was held in Dushanbe in January of 2011. The international workshop brought together about 30 journalists, information professionals and NGO specialists who work with labour migrant populations to strengthen their communications skills, including how to write using non-stigmatizing language on migration and HIV, how to prepare press releases on to attract media coverage of migrants’ rights issues, and how to conduct outreach campaigns among migrants themselves. A highlight of the workshop was the participation of three labour migrants from Tajikistan who brought personal stories to the workshop and leant a very unique perspective to the discussions.

The Academy of Sciences of the Republic of Tajikistan hosted a celebration of International Philosophy Day in November, 2010, with the support of UNESCO Almaty. The meeting brought together contemporary philosophers as well as historians, scientists and students, to discuss the dynamic relationship between Tajikistan and the world an era of globalization. In the area of bioethics, Tajik experts contributed to the launch of and took part in the first symposium of the Central Asian Bioethics Association (CABA) in Astana, October 2011.

In the area of **culture**, UNESCO has concentrated efforts on heritage preservation and safeguarding (intangible and tangible, museums) while providing assistance to the development of cultural industries, handicrafts and ecotourism and promoting dialogue, through Regular Programme and extra-budgetary activities.

In the field of intangible cultural heritage, \$93,750 has been allocated to the safeguarding of Shashmaqom (traditional music) under a UNESCO/Japan FIT project implemented jointly in Uzbekistan. This project resulted in: 1) the documentation and inventorying of this tradition; 2) the creation of an archive centre and database; and 3) the revived transmission of this art. A UNESCO/Japan FIT project for the conservation and documentation of the site of Ajina Tapa is under implementation, with a budget of \$711,880 for 2005-2008. The project will result in the better conservation,

documentation and long-term management of the site, and in its preparation for a possible nomination to the World Heritage List. Tajikistan has also benefited from \$50,000 received under World Heritage International Preparatory Assistance for the revision of its Tentative List and the organization of a workshop to advance the Silk Roads Serial Nomination. This resulted in an increased capacity of Tajikistan to implement the World Heritage Convention and in progress in the Silk Roads Nomination preparation.



*Tajik knives, CA handicraft contest*

In the field of museums, a project of \$99,000 financed under the US contribution to the Regular Programme is in progress and will strengthen preventive conservation and documentation of endangered ethnographic collections. An assessment of Tajik regional museums had also been conducted in 2007 (\$30,000 from the US contribution and Regular programme) to create an electronic inventory of existing museums and collections and evaluate needs.

UNESCO has assisted Tajikistan in the development of ecotourism through the UNESCO Poverty-Alleviation CCT project (\$122,000 from Norway FIT and regular programme until 2007), with activities focusing on training, conservation and promotion of cultural and natural heritage and the promotion of traditional handicraft. This has increased tourism potential in the Pamir area and raised awareness on the necessity to conserve cultural and biodiversity as renewable resources.

In the field of cultural industry development, UNESCO's International Fund for Cultural Diversity (IFCD), the operational arm of the 2005 Convention, is providing Tajikistan's Bactria Cultural Centre, an NGO that supports visual arts, music and arts education, with US\$85,000 in funding to develop Tajikistan's music industry through capacity-building, access to technology and information and direct support to young and emerging musicians.

In the field of crafts, UNESCO has promoted Tajik handicraft through the sub-regional Award of Excellence programme focusing on promoting and training in quality, authenticity and marketability. Efforts were made to revive production techniques of natural and traditional silk threads and production of silk crafts items. The assistance provided until 2011 for crafts amounted to \$30,000.

Past and current experience has shown that UNESCO should continue to create shared responsibilities between Tajikistan and other Central Asian countries to develop synergic cooperation. The activities for the World Heritage Silk Roads and Rock Art Nominations or the transboundary intangible heritage project for Shashmaqom in Uzbekistan and Tajikistan can be considered as good practices and examples of how culture can foster regional cooperation and dialogue while achieving UNESCO cultural strategic objectives.

Greater attention will have to be made at raising the sub-regional level capacities for cooperation on identification and safeguarding of shared heritage and support synergies and exchange in the implementation of the components of the project organized within the cluster countries. Joint efforts in submission of requests for international assistance for the safeguarding of shared ICH will have to be encouraged. In the field of museums,

one of the Tajik priorities, activities should concentrate on capacity-building, as the needs for re-equipment or renovation cannot be realistically met. Activities in the favour of traditional handicraft, another Tajik priority, should be continued and should seek to further involve vulnerable groups (women, rural areas communities). Incentive measures to secure the necessary support from the concerned Tajik authorities and institutions should be guaranteed, particularly for operational projects. Cooperation with Afghanistan should be initiated, possibly in the field of crafts.

The UNESCO **Communication and Information** strategy in Tajikistan targets governmental institutions, media outlets, and NGOs to build an inclusive knowledge society based on two principal priorities: universal access to information and fostering free, independent and pluralistic communication. Also, being a member of the ongoing CCA/UNDAF strategic prioritisation process makes it possible for UNESCO to promote communication and information as useful links among programmes, areas, and sectors in which the UN is active.

In 2010-2011 the Communication and Information unit's work in Tajikistan followed the overall UNESCO Almaty strategy through the following:

*Access to public information.* The CI unit promotes universal access to information in Tajikistan in the following ways:

***Developing a conducive environment.*** Tajikistan ratified the Law on Access to Information in July 2008. However, the absence of several freedom of information principles have hindered its implementation. In 2009, UNESCO Almaty sought to generate political will to consider and implement the "right-of-access"; to enhance a culture of access in government and civil society; and to improve the right-of-access management skills within selected government institutions. The dialogue was held with the competent authorities on international legislation standards for access to information in close cooperation with the President's administration and National Assembly.

***Promoting ICT and FOSS for access to information.*** Complementary to a conducive regulatory environment, access to information through new communication and information technologies (ICT) is a powerful tool in social development. In this field UNESCO has harnessed free and open source software (FOSS) to create, store, disseminate and utilize educational and cultural information and knowledge.

UNESCO also provided training to a number of stakeholders on the basics of records management to improve access to and storage of on-line public domain information. Several FOSS tools for government instructions were popularized, including the Greenstone Digital Library Software, the Museolog Software for museum professionals and Moodle for educators. Simultaneously UNESCO strengthened professional networks among partner institutions in the efficient use of these tools. The "How to Do" guidelines on FOSS for education, culture and improved access to information were published. In October 2011 UNESCO helped enhance the training skills of fifteen education professionals through an "infostructures for development" workshop.



*E-Learning web server solution for workshop participants*

A Eurasian conference on promoting FOSS in culture, education and right to information was conducted by UNESCO in cooperation with civil society organizations. This activity explored how FOSS can help to scale up various development interventions while reducing the costs and other obligations attached to proprietary software.

In addition to regular programme funds, assistance for the other CI programme pillar, *media development*, was mobilized primarily through media development projects funded by the International Programme for the Development of Communication (IPDC). Four mechanisms were used in these projects.

***Developing media development indicators.*** In this context, UNESCO (globally) facilitated the definition of media development indicators; these have now been translated into Russian for use by anyone wishing to contribute to independent and pluralist media.

***Supporting journalism education.*** Capacity-building for media professionals was supported by translating and adapting resource references of the UNESCO model journalism curriculum into Russian and introducing it to several media NGOs and universities in Tajikistan. The curriculum was developed and translated as a contribution to the long-term and continuous need to revise and modernize journalism education programmes.

***Training of trainers.*** Parallel to the journalism education programme, UNESCO has continued training a ***pool*** of local Tajik trainers equipped with interactive and other modern training skills to train adult trainees. These trainers have then served, for example, to train journalists on reporting HIV and AIDS in a culturally sensitive, accurate and non-biased manner.

***Reporting development issues.*** Another key document translated and adapted for Central Asia in 2009 was “Media as Partners for Sustainable Development – A training and resource kit”. The kit served as a resource material both for university education and in several journalism training courses and also contributed to the capacity of Tajik media to report accurately and in a well-informed manner on sustainable development issues. This programme ran parallel with the inter-sectoral programme on training of scientists for effectively communicating messages on climate change and sustainable development to decision-makers and the public at large.

The free flow of information and its corollary, the freedom of expression, has been UNESCO’s constitutional mandate since the Organization’s creation. The visible symbol for ‘free flow’ is the annual celebration of 3 May as United Nations World Press Freedom Day, which UNESCO has been marking in Tajikistan since the Alma-Ata Declaration was adopted in 1992, placing independent and pluralist media on the Tajikistan media development agenda. In 2010, World Press Freedom Day was held in Tajikistan under the theme “Media of the XXI Century: New Opportunities and New Obstacles”. In this field UNESCO has also worked with NGOs in monitoring violations of freedom of speech and media capacity building.

## PROPOSED COOPERATION FRAMEWORK – 2012-2013

### Education

In 2012-2013 UNESCO Almaty will contribute to the creation of sustainable societies by accelerating progress towards EFA goals and focusing on national priority areas such as promotion of ESD for quality education, capacity development in education planning, management and budgeting, promotion of post-conflict education, pre-school teacher training, creating opportunities for lifelong learning and enhancing quality education through activities with cross-cutting impact. UNESCO will also continue to address education in a holistic manner by promoting a vision of inclusive lifelong learning using both formal and non-formal approaches.

For the 36C/5 UNESCO Almaty will continue to promote ECCE inclusive policy and programme implementation. Jointly with the Republican In-Service Teacher Training Institute, UNESCO plans to support the establishment of a school for young professionals in ECCE as a resource/ training center for learning/teaching programmes. UNESCO Almaty will focus on updating capacities of young ECCE educators to improve the quality of ECCE services.

Within the UNDAF 2010-2015, UNESCO Almaty will focus its support in education during the biennium 2012-2013 on the following specific priority areas:

- Strengthening national education planning, management and curriculum development for secondary education.
- Improving professional competencies in data-driven policy development, results-based management and policy-based budgeting at the national level.
- Developing national response strategies and education plans for conflict prevention. Analytical work will be completed to examine capacity development and training needs regarding education policy implication challenges. The sector-wide policy-making will be provided through consultative meetings, sub-regional workshops, forum and training programmes designed with the focus on the needs defined in discussions with the national authorities.

In order to help the country identify up-to-date issues in educational planning and policy-making UNESCO Almaty will further provide technical assistance to organize capacity development activities orienting Ministry of Education toward more evidence-based policy making, strategic planning and management. The main areas of intervention are based on the principles of education for sustainable development with the impact to inclusive policies. The training programmes will be designed with the focus on the needs defined in discussion with ministerial focal points, NGOs, forum working groups. The above will be pursued through:

- policy dialogues with the key partners to define and prioritize short and long-term capacity development, interventions for educational planners and administrators (to analyze problems and find effective solutions for future planning and management);
- training workshops on educational planning and management for ministerial experts and education specialists to enhance national capacities and improvement of professional competencies in sector-wide policy-making;
- consultative meetings to promote the use of the knowledge gained, innovative approaches and initiatives in the educational practices and services.

UNESCO Almaty activities and assistance will depend on the amounts of funding obtained from all sources for 2012-2013.

## **Natural Sciences**

Clean Water, Sustainable Environment and Energy are covered under Pillar 3 of the UNDAF of the Republic of Tajikistan, 2010-2015, Outcome 2.3: *More sustainable management of the environment and energy and natural resources.*

Three pressing issues in this outcome must be addressed if the country is to lay the foundations for sustainable and equitable growth and peaceful co-existence with its neighbors. First, the management of water resources for drinking and irrigation is a particularly troubling problem and significant health and safety issues have arisen from pollution of the drinking water supply; second, Tajikistan's future development and poverty reduction depend on the country's ability to effectively use its energy resources, its current energy supply is unreliable, hindering economic growth; and third, environmental degradation and dangers threaten the country's development potential. Tajikistan is highly disaster-prone and vulnerable to natural hazards (landslides, floods, avalanches, and extreme climate conditions). In addition, deforestation and over-grazing have deteriorated soil quality and increased the risk of landslides and flooding.

In line with the UNDAF commitments, UNESCO will further focus on areas of UNESCO expertise in the following: integrated water resources management, environmental sustainability, conservation and proper management of biodiversity and ecosystems; natural disasters through their prevention and management of natural resources; expansion of the country's energy potential. These will be achieved through training and assistance in the area of glaciers, water conflicts ("from potential conflict to cooperation potential"), based on existing training material, IWRM, transboundary water management, disaster preparedness, promotion of RES application (at the level of universities and decision makers), development of biosphere reserve nominations for inclusion in the World Network of Biosphere Reserves under the UNESCO "Man and Biosphere" (MAB) Programme. The magnitude of UNESCO's activities and assistance will depend on the amounts of funding obtained from all sources.

All activities will be done in a close cooperation with other UN agencies (primarily UNDP), EU, OSCE as well as national authorities (Ministry of Water Management and Irrigation, State Committee on Environmental Protection, State Commission for Emergency Situations, UNESCO National Commission in RT), the UNESCO Category 2 Center and Universities.

## **Social and Human Sciences**

For 2012-2013, UNESCO Almaty Social and Human Sciences unit will continue to focus activities in the area of labour migration and tolerance, with particular attention paid to promotion of fair and accurate information on labour migration to the general public and to those whose job it is to create and implement migration policies. The Tajikistan UNDAF for 2010-2015 pays particular attention to the needs of labour migrants and members of their families. Pillar 1, Poverty Reduction and Governance addresses rights protection specifically under Outcome 2.2, "national capacity is developed to address corruption; strengthen transparency and accountability of state structures; and promote gender equality, non-discrimination and the respect of rights." Similarly, Pillar 4c: Quality Basic Services (Social Protection) addresses improving legislation and its implementation to meet international standards for protecting labour migrants (among other vulnerable populations) under Outcomes 4.1 and 4.3.

In close cooperation with UN Women on labour migration in Central Asia, UNESCO Almaty will continue to provide technical support and advisory services for the recently

launched Migration Media Network. The network promotes accurate and non-stigmatizing news on migration in the region and calls for journalists to report on migration issues from a rights-based, development perspective, where the voices of migrants themselves are heard. The activity will contribute to the building of tolerant attitudes on migration in Tajikistan and foster social inclusion of migrants in the countries of the sub-region where Tajik citizens move to work. Also in cooperation with UN Women, UNESCO Almaty will cooperate on producing a manual for media professionals on labour migration; the manual will bring together the previous good practices of the Migration Media Network and similar work done by UNESCO and partners; it will incorporate UNESCO's media principles as well as the principles of Communication for Development.

## Culture

The UNDAF stipulates culture as the cross-cutting issue. A succession of international milestones has built a compelling case to recognize culture as a critical aspect of sustainable development, alongside economic, social and environmental issues. It is widely acknowledged that the MDGs will not be attained in a sustainable manner



*Tajik Jewelry, handicraft contest winner.*

without addressing the cultural dimension underpinning every society and the immensely broad scope of application of the culture sector. A holistic approach to culture issues allows for a variety of entry-points (from cultural heritage to cultural industries, cultural tourism and intercultural dialogue), which are particularly relevant with regard to MDGs 1, 3, 6, 7 and 8.

UNESCO Almaty will address the complex linkages between culture and development through the following: support for the inclusion of vulnerable groups in social, political and cultural life; promotion and enhancement of the standard-setting basis, notably the set of UNESCO Conventions, for cultural diversity in all its forms; assistance on the implementation of the Conventions; promotion of the potential of the creative sector (traditional crafts sector) for job creation. The last of these is the focus of UNDAF Pillar 4.c, Outcome 1.3 “Self-employed craftswomen benefit from improved traditional craft skills and marketing opportunities.”

Following the UNDAF commitments UNESCO will further focus on the promotion and protection of cultural diversity through implementation of integrated operational and normative projects for supporting cultural policies and strengthening cultural industries, the preservation of tangible and intangible heritage, the development and promotion of traditional handicraft, the development of museums and the promotion of intercultural dialogue.

As a follow-up to the First Cycle of Periodic Reporting for Asia and serial nomination initiatives launched in 2005, UNESCO will continue to provide support to the serial nomination process for two cultural heritage sites: Silk Roads and Central Asian Rock Art.

In 2012-2013, UNESCO, with the generous support of the Kingdom of Norway, is implementing a sub-regional extra budgetary project for effective safeguarding of intangible cultural heritage involving Tajikistan, Kazakhstan, Kyrgyzstan and Uzbekistan. The project is part of the Convention for the Safeguarding of the Intangible Cultural Heritage. After an initial needs assessment, the project supports revision of



policies and legislation, redesign of the institutional infrastructure to respond to the needs for intangible cultural heritage safeguarding, development of inventory methods and systems, involvement of all stakeholders and increasing the knowledge and skills required to request international assistance or submit nominations to the Convention's lists. Training workshops will be organized facilitated by UNESCO-trained facilitators and using dedicated training materials developed by the Organization. The primary focus of activities will be at the national level, though observers from neighboring countries will be invited to some of the workshops with the intention to promote sub-regional cooperation in the future..

### **Communication and Information**

In 2012-2013, UNESCO Almaty in the area of Communication and Information will continue its work on two key pillars: “enhancing universal access to information and knowledge” and “fostering information and communication capacities for universal access to knowledge.” Activities will contribute to promoting an enabling environment for



freedom of expression and freedom of information (Declaration of Alma-Ata+20); to strengthening free, independent and pluralistic media (reporting freedom of information and sustainable development); and to supporting member states' efforts to strengthen the impact of activities in the fields of education, sciences and culture through innovative ICTs.

*Opening Infostructures for Development Workshop in Dushanbe*

These activities will contribute to the outputs stipulated by the UNDAF by raising the awareness, skills and knowledge of civil society (including media) so they are better able to effectively engage in local development, social advocacy and service delivery. These activities also will benefit university staff and students, teacher trainers, technical experts and opinion-makers (including media workers), improving knowledge and skills in environmental protection and preservation.

## PARTNERSHIP STRATEGY

Activities will be implemented through partnerships involving the Government of the Republic of Tajikistan, UN Agencies, civil society and, where appropriate, the private sector. Partnership with the United Nations Country Team in Tajikistan ensures a cohesive approach to activities and the effective achievement of UNDAF outcomes to ensure their sustainability.

UNESCO Almaty's partnership strategy will complement implementation of the UCPD and ensure sustainability of its outcomes. The partnership strategy includes analysis of the relevant UNDAF outcomes in relation to UNESCO programming documents (C/4 and C/5 documents), identification of potential partners, negotiations regarding funding and implementation of activities, as well as the actual implementation of projects, monitoring and evaluation of results achieved.

The UNESCO Almaty Office will work in close collaboration with Government agencies (including the National Commission for UNESCO in the Republic of Tajikistan, The Academy of Sciences, Ministry of Education, Ministry of Water Management and Irrigation, the State Committee on Environmental Protection, State Commission for Emergency Situations, Ministry of Culture, Ministry of Labour and Social Protection), governing bodies of intergovernmental and international programmes, UNESCO centers and chairs, NGOs and CBOs, media outlets, central and rural libraries. It will also pursue recently initiated cooperation with non-governmental entities having specific expertise in key areas and that can support UNESCO as a non-resident agency in the country. The State Museum of the Republic of Tajikistan will implement projects in cooperation with relevant partners, including scientific and academic institutions, local NGOs, community councils and specialized associations.

Partnering with international organizations and NGOs is important for UNESCO to leverage the expertise and capacities of national and international stakeholders and maximize the overall impact of UNESCO's activities. These partnerships will serve as a catalyst for leveraging extra-budgetary funds and cost sharing to implement the UCPD beyond the UNESCO regular budget as well as in facilitating policy/legal/institutional actions. Partnership with other UN agencies will ensure effective achievement of the UNDAF Outcomes. UNESCO will also seek collaboration with bilateral and multilateral donors to attract additional resources necessary to attain UNDAF results and ensure their sustainability.

During the course of the biennium, UNESCO Almaty will explore development of new partnerships, for example Restaurateurs Without Borders (in the field of museums) and the Swiss Development Cooperation in the area of culture. UNESCO will investigate possibilities for partnerships to sustain local women's handicraft cooperatives within the CCT ecotourism project, notably with ACTED and UN Women.

**ANNEXES:  
UCPD Results Matrices**

## Pillar 1: Poverty Reduction and Governance

### National Priority or Goals (NDS):

- Reform of public administration with a view to creating a national development system in the country, the principal features of which are transparency, accountability, and combating corruption
- Development of the private sector and attraction of investments, based on the expansion of economic freedoms; strengthening of property rights and the rule of law; and development of public-private partnerships
- Development of human potential aimed primarily at increasing the quantity and quality of social services for the poor and achieving the MDGs; expanding public participation in the development process; and strengthening social partnerships

### UNDAF Outcome

- Good governance and economic and social growth are jointly enhanced to reduce poverty, unlock human potential, protect rights, and improve core public functions

UNDAF/expected outcome/ result	Expected result of UNESCO activity	Partnerships	Available resources in US\$
National and local levels of government have the capacity to implement democratic governance practices, grounded in international standards and law. These governments can effectively and strategically plan, finance, and implement development initiatives in an inclusive and participatory manner.	The awareness, skills and knowledge of civil society (including media) are improved so they are better able to effectively engage in local development, social advocacy and social service delivery.	GoT, Media NGOs and outlets.	TBD
	National capacity is developed to address corruption; strengthen transparency and accountability of state structures; and promote gender equality, non-discrimination and respect of rights (of labour migration and the respect of rights of labour migrants and members of their families as a vulnerable group).	UN Women, Media Migration Network, International Organization for Migration, Ministry of Labour and Social Protection, migration NGOs.	TBD

### Pillar 3: Clean Water, Sustainable Environment and Energy

<p><b>National Priority or Goals:</b></p> <ul style="list-style-type: none"> <li>• By 2015, provide access to drinking water that meets government standards for 97% and 74% of the urban and rural populations, respectively. Increase access to basic sanitation and hygiene services to 50% and 65% of urban and rural populations.</li> <li>• Promote environmental sustainability, conservation, and proper management of biodiversity and ecosystems</li> <li>• Use energy resources more effectively, and promote new energy investment projects.</li> <li>• Resolve problems associated with natural disasters through their prevention and the effective management of natural resources;</li> </ul>
<p><b>UNDAF outcome</b></p> <ul style="list-style-type: none"> <li>• There is a more sustainable management of the environment, energy and natural resources</li> </ul>

UNDAF/expected outcome/ result	Expected result of UNESCO activity	Partnerships	Available resources in US\$
National and trans-national agreements and policies addressing environmental and natural resources are better designed and implemented	Capacity building activities in the area of transboundary water (surface and ground) will increase capacity among government and other stakeholders to negotiate, ratify and implement major trans-national policy and legal frameworks on sustainable natural resource management.	Government of Tajikistan (GoT): Committee of Environmental Protection (CoEP); MLRWR; National agencies involved in natural resources management; UN Agencies	TBD
Increased access to energy based on Alternative and Renewable Energy Technology (AReTs)	Developed course on RES will increase awareness among decision makers on the potential to exploit indigenous energy resources.	GoT, Universities, Academic institutions, CBOs and NGOs: UN agencies	TBD
Sustainable natural resource management is more widely understood and practiced	Trainings and developed curricula and courses for university staff, experts, public authorities, opinion makers and media workers will increase skills and knowledge in sustainable environmental management/protection/preservation.	CoEP); MLRWR; National Biodiversity and Bio-safety Center; Agency for Hydro-meteorology;	TBD

## Pillar 4b: Quality Basic Services (Education)

<b>National Priorities in PRSP/NDS/NSED:</b>			
<ul style="list-style-type: none"> <li>• Ensure effective and efficient delivery of education services and universal access to relevant and quality education for all</li> <li>• Engage in institutional and economic reform of the education system</li> <li>• Increase the potential of the education sector to provide services</li> </ul>			
<b>UNDAF/expected outcome/ result</b>	<b>Expected result of UNESCO activity</b>	<b>Partnerships</b>	<b>Available resources in US\$</b>
By 2015, more children attend and complete general secondary education, with a special emphasis on girls in grades 5-11	Girls' education issues are integrated into teacher training curriculum and in-service teacher training courses	MOE, Republican In-service Teacher Training Institute, National Commission of the Republic of Tajikistan, National Academy of Pedagogical Sciences	TBD
By 2015, in 30% of general secondary schools, students have acquired life skills (including hygiene education, gender, violence prevention, critical thinking and HIV/AIDS) and have access to functioning water and sanitary means of excreta disposal	Education professionals from teacher training colleges and institutes are knowledgeable and skilled in HIV prevention education. Capacity building of education sector staff strengthened through trainings. HIV issues are incorporated in teacher training for non-formal, gender responsive education through regional activities	MOE, Republican In-service Teacher Training Institute, National Commission of the Republic of Tajikistan, National Academy of Pedagogical Sciences	TBD
By 2015, more children aged 4-6 years have access to quality early learning opportunities	Early learning and development standards are validated and used as basis for early learning programmes and teacher training (UNICEF, UNESCO) Teacher Training Institute developed teacher training programmes in accordance with ECCE standards developed. ECCE professionals, care givers are trained in quality service delivery for pre-school education (teacher training curricula, ECCE methodology, text books development)	MOE, Republican In-service Teacher Training Institute, National Commission of the Republic of Tajikistan, National Academy of Pedagogical Sciences	TBD

<p>By 2015, the MoE has better capacity to delivery quality pre-school and basic education services</p>	<p>The MoE is more skilled and knowledgeable in data-driven policy development, results-based management and policy-based budgeting in education, strategy formulation, planning, implementation and monitoring. Increased responsiveness and accountability of decision-making structures in formulating common priorities, joint workplans for EFA, UN Decades for Sustainable Development and Literacy, implementation of UN GEI initiative.</p>	<p>MOE, Republican In-service Teacher Training Institute, National Commission of the Republic of Tajikistan, National Academy of Pedagogical Sciences. World Bank, USAID, other donors in education</p>	<p>TBD</p>
<p>By 2015, the education system and students are better prepared for emergencies (ISDR, UNESCO, UNICEF)</p>	<p>National education and district education authorities are more skilled and knowledgeable to assist in local initiatives in risk reduction and disaster preparedness and response. Trainee teachers and teachers completing in-service training are more knowledgeable and skilled in disaster risk reduction, emergency preparedness and response, including provision of psychosocial support</p>	<p>MOE, Republican In-service Teacher Training Institute, National Commission of the Republic of Tajikistan, ISDR, NGOs</p>	<p>TBD</p>

### Pillar 4c: Quality Basic Services (Social Protection)

<p>National Priorities in PRSP:</p> <ul style="list-style-type: none"> <li>• Introduce sustained social insurance</li> <li>• Increase employment rate</li> <li>• Improve targeted social assistance and quality of services</li> <li>• Manage social assistance to vulnerable and poor individuals and families</li> <li>• Create a multi-tiered child protection system</li> </ul>			
<p>UNDAF Outcome:</p> <ul style="list-style-type: none"> <li>• There is improved access for the vulnerable to quality basic services in health, education and social protection</li> </ul>			
UNDAF/expected outcome/ result	Expected result of UNESCO activity	Partnerships	Available resources in US\$
The social protection system is empowered to develop and implement standards- and data-driven policies	National legislation, policies, and implementation mechanisms improved in relation to labour migrants and members of their families.	National Commission for UNESCO of the Republic of Tajikistan, UN Women, IOM, Media outlets, Ministry of Labour, Migrant NGOs and CBOs.	TBD