

REPUBLIC OF TAJIKISTAN

**NATIONAL REPORT
ON ADULT EDUCATION**

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REPUBLIC OF TAJIKISTAN



**The Institute for
International Cooperation
of the German Adult
Education Association**



**National Commission of the
Republic of Tajikistan for
UNESCO**



**Adult Education
Association of
Tajikistan**

NATIONAL REPORT ON ADULT EDUCATION

**UNDER THE AUSPICES OF
dvv International
and
Association of Adult Education of Tajikistan**

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CONTENTS

PREFACE	p. 4
1. CONTEXT AND KEY TASKS	p. 5
2. POLITICS, CONDITIONS AND COMPOSITIONS	p.12
3. PARTICIPATION AND INVOLVEMENT	p. 15
4. QUALITY	p. 17
LIST OF LITERATURE	p.21
ANNEX I	p.22
ANNEX II	p.23
ANNEX III	p.25
ANNEX IV	p.26

PREFACE

Contemporary phase of Tajik society development, characterized by growth of democracy and implementation of market mechanisms in economic life, puts dominating priority for the state and society to provide sustainable development of these socio-economic transformations.

Formation of civil society on the basis of democratic principles and adaptation of the population to qualitatively new conditions of life demanded reform of existing and creation of new institutions of civil education. During the past 16 years of sovereignty, Tajikistan with support of number of international and foreign partner organizations was able to create initial elements of system of population civil education on democratic principles and vital skill in the sphere of tolerance, peace, healthcare culture.

Beside that, with the transition of Tajikistan to market ways of development inevitably a structural transformation of labor market has begun with emergence of unemployment, which is an integral part of market economy. Liberalization of social and economic relations on its initial stage led to chaos on labor market created, in particular, by the surplus labor force of the republic and qualitative transformation of production pattern. As a result of latest transformations large state industrial and agricultural enterprises, previously employing majority of labor force of the republic, seized to exist. Beside that, number of enterprises was destroyed and stopped operation as a result of the civil conflict in the beginning of 90s of the last century. Privatized enterprises having abruptly decreased production, have freed from surplus labor force.

Should be noted the fact that Tajikistan traditionally remains to be a country with surplus labor force. As such, during the period of 1991-2006 population of Tajikistan increased on more than a quarter (28,4%), whereas labor force on more than half (60,2%). These figures remain to be the highest among the countries of former Soviet Union.

As a result of these and number of other factors share of employed in 2006 compared to 1991 has reduced on 25,2 %, and amounted to 52,8%; about 80% of unemployed do not possess professional skills; every year 80-100 thousand of high school graduates do not receive professional education, and enter the labor market without relevant qualification; every year 18-20 thousand vacancies remain empty mainly because of insufficient level of professional training of unemployed to the requirements of these vacancies. Moreover, it is not a secret that one of the key factors of social protection of external labor migrant worker is the level of their professional qualification. According to the existing data [1], more than 90 % of this category of labor resources need professional development. Moreover, contemporary labor market and continuous development of production technologies require relevant level of professional qualification, which result in regular retraining in the course of life.

Therefore, most of the earlier driving forces and mechanisms, able to provide stable progress of society in terms of effective use of labor resources became inapplicable, and required their quick modernization and development of new models state regulation of labor market.

Study of factors determining processes of socio-economic development of society shows that under the conditions of regular growth of labor resources and relatively low

growth level of employment in the country one of the dominating factors leading to reduction of poverty becomes professional development of labor resources and their adaptation to the requirements of labor market.

Therefore, if democratization of society relations requires colossal efforts on promotion of civil education and qualitative education of population on new relations and life skills, then transition to market levers of economy management is accompanied by growth of hidden unemployment, tangible differentiation of social situation of various strata of population and limited economic capability of majority of population, which in turn create solutions for strategic task of reduction of poverty, and as one of its components – cardinal reform of population employment system, with its betterment by improvement of professional qualities of labor resources of the republic making it effective and productive.

1. CONTEXT AND KEY TASKS

Situation Analysis, relevance.

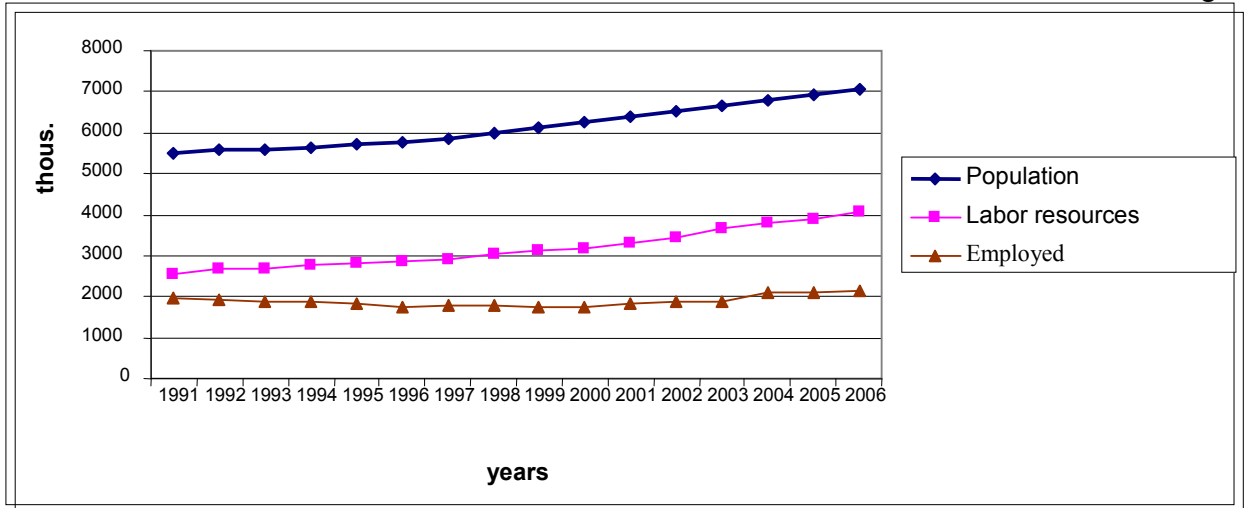
Tajikistan is traditionally labor surplus country. This, in the first place, is preconditioned high birth rates and natural population growth. Table 1 (see annexe) shows that even though after 1990 indicators acquired the tendency for decrease, they remain to be highest among other countries of former Soviet Union. Even during the period of 1940-1990 Tajikistan remained first on coefficients of birth and natural population growth among Soviet republics. The tendency remains today. For example, in 2006 coefficients of birth and natural population growth in Azerbaijan amounted to 17,8 and 11,6, Armenia – 11,7 and 3,2, Byelorussia – 9,9 and -4,3, Kazakhstan – 19,7 and 9,4, Kyrgyzstan – 23,3 and 15,9, Russian Federation – 10,4 and -4,8, Ukraine – 9,8 and -6,4. Similar indicators in Tajikistan showed 26,7 and 22,1[2].

Table 2 (see annex) shows that for the past 16 years of independence population of Tajikistan has increased on more than quarter (28,4%), labor resources on more than half (60,2%), whereas employment increased only on 8,4%, i.e. employment growth is behind the growth of labor resources on 51,8%. This is an actual picture, formed during the period of transformation of social relations, and it reflects existing major tension on labor market of the republic.

Should be noted, that the first five years of the century is characterized by the process reducing the gap between growth of labor resources and level of employment. As such, in the period 2001-2005 labor resources of Tajikistan increased on 17,9% amounting to 3,9 mil. people, whereas level of employment for the period increased on 15,5%, crossing the two million limit, i.e. during this period growth of level of employment was lower than level of growth of labor resources only on 2,4%[3].

Dynamics of changes in population size, labor resources and employment during the period 1991-2006 is shown in the figure 1.

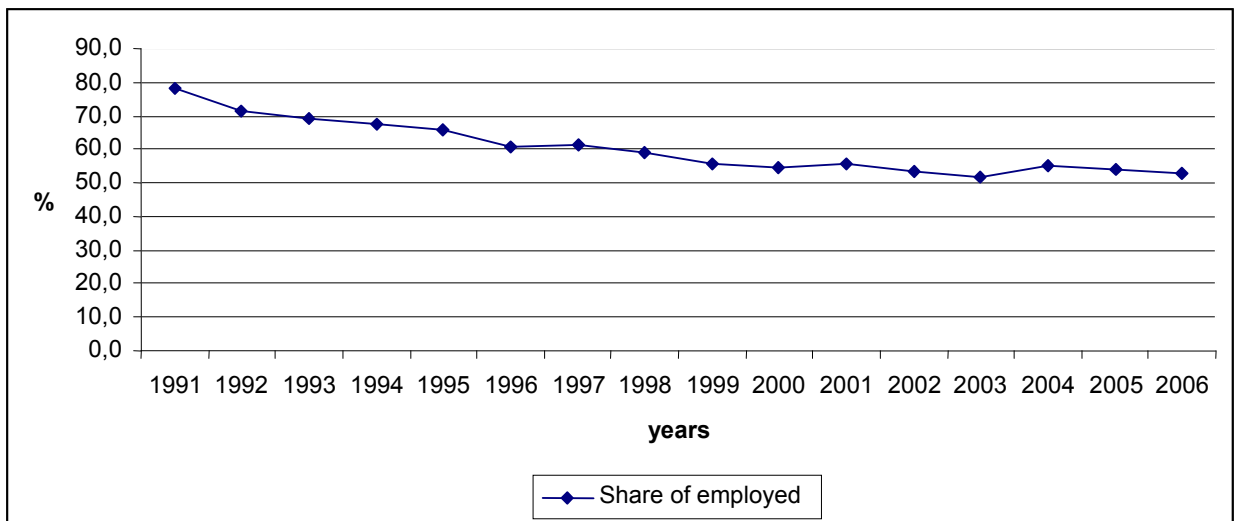
Fig. 1



Source: [3-5]

Dynamics of changes in level of employment for the past 16 years:

Fig. 2



Source: [3-5]

Figure clearly shows that during the period of 1999-2006 drop of the employment level started to stabilize. Despite this, 52,8% level of employment (in 2006) gives evidence of tension on labor market.

Youth unemployment has become a big problem for Tajikistan. Share of young people 15-29 years of age in general and registered unemployment remains high last few years and amounts 60-65%, whereas level of unemployment among economically active youth 15-29 years of age amounts to 9-11%. Average age of unemployed is 29,6 years.

It proves that the youth is not fully covered by professional education. Analysis of movement of students from educational institutions (EI) of general education (GE) with consideration of general basic education (GBE), and general secondary education (GSE), and their joining of labor market without professional education (PE) for the period of 2002-2006 is shown in the following table:

	(thousands)				
	2002	2003	2004	2005	2006
Received GBE diploma and did not transfer to the 10 th year ^{*)}	34,7	80,7	79,6	70,2	79,1
including girls:	21,4	41	38,6	37,5	39
Received GSE diploma	70,3	63,3	64,9	79,6	79,2
including girls:	25,6	23,1	25,2	30,7	30,6
Total received diplomas	105	144	144,5	149,8	158,3
including girls:	47	64,1	63,8	68,2	69,6
Admitted in EI of basic professional education	15,5	15,5	15,6	16,2	14,5
including girls:	5,5	4,7	4,9	5,4	4,6
Admitted in EI of secondary professional education	9,6	9,6	9,7	11,5	10,8
including girls:	6,5	5	5,5	6,2	6,1
Admitted in EI of high professional education	24,2	27,6	27,7	33,5	32
including girls:	6	6,8	7,4	8,9	9,2
Total admitted in EI of professional education	49,3	52,7	53	61,2	57,3
including girls:	18	16,5	17,8	20,5	19,9
Total entered labor market without professional education	55,7	91,3	91,5	88,6	101
including girls:	29	47,6	46	47,7	49,7
Share of girls (%)	52,1	52,1	50,3	53,8	49,2

Source: [6]

^{*)} Due to lack of concrete figures present indicator is determined as a difference between graduates of GBE (9 years) and GSE (11 years).

Therefore, 80-100 thousand of people enter labor market without professional skills annually. If taken into consideration share of uncovered by general education, figure above will increase on 12-15 thousand mainly at the expense of girls. Dynamics of these indicators is shown in the figure below:



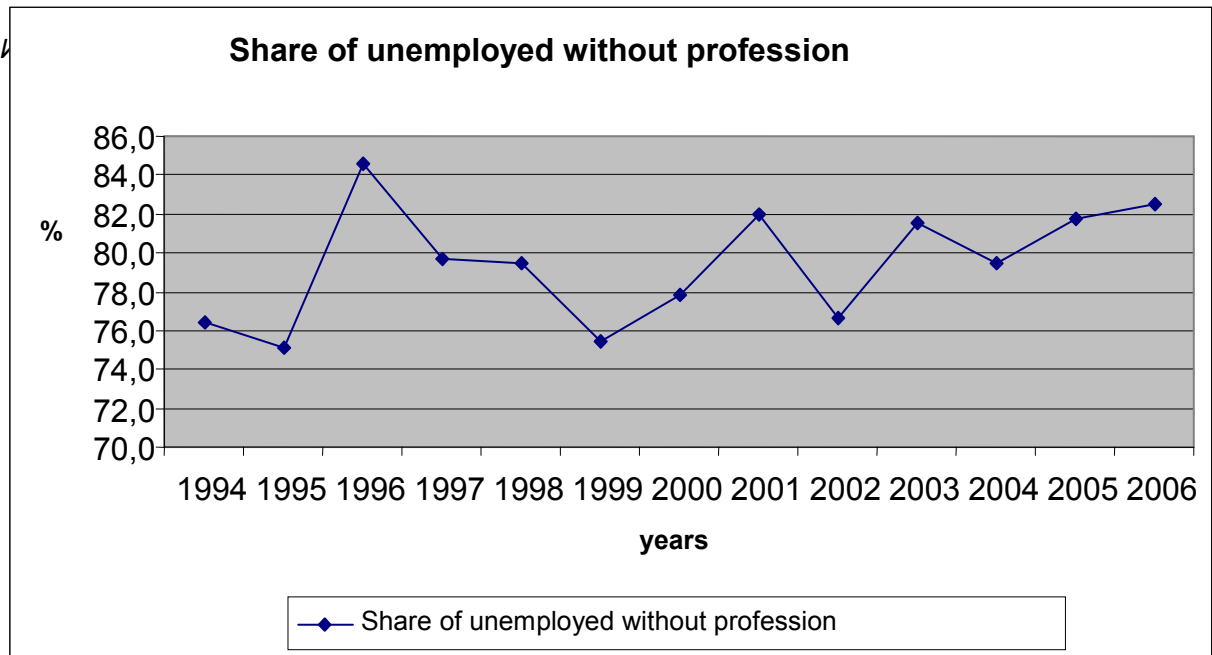
Moreover, this tendency is characterized by considerable growth: during the period of 2002-2006 this indicator increased on 81%. Therefore, problem of employment of this category of people is transforming into problem of their professional education. Thus, lack of effective jobs, limited possibilities of employment, misbalanced demand and supply on labor market, as well as considerable decrease of human potential, i.e. quality of labor resources prevent development of employment. According to preliminary estimates, almost 15 thousand vacancies remain to be unaddressed annually, which is the result inconsistency of professional training of unemployed with requirements of these vacancies. Professional quality of labor resources has tendency of decrease, which, according to official data on unemployment, is as follows:

Fig. 3



Source: [4,5]

Fig. 4



Therefore, out of officially registered with employment services share of people lacking profession during the period 1994-2006 increased on over 16% and passed the 82% limit.

Professional level of labor migrants also shows low quality of labor resources. It is reflected in the study carried out by Research center “Shark” (Tajikistan) in the frame of IOM/PROUN project in the end of 2006 [1], 27,5% of labor migrants before leaving their home country did not possess any profession, and 62,8% - work outside of their profession, i.e. more than 90% of labor migrants need professional development. As practice shows, professional development of labor migrants is the dominating factor of their social protection.

Besides, share of people employed in the agriculture sector is growing. Increase of the number employed in villages promotes development of individual farmstead, farmer property, as well as government’s policy of distribution of land for the above purposes. However, many young farmers do not possess simple skill in agricultural technology and business.

Moreover, contemporary labor market and continuous development of manufacturing technologies require relevant level of professional qualification, which result in regular retraining in the course of life.

Therefore, in the conditions of growth of unemployment, retardation of employment level compared to growth of labor resources, low levels of competitiveness of the labor resources on the labor market, professional education of adults (PEA) becomes one of the key factors, which softens the tension on labor market and reduction of poverty.

Tendencies and prospects.

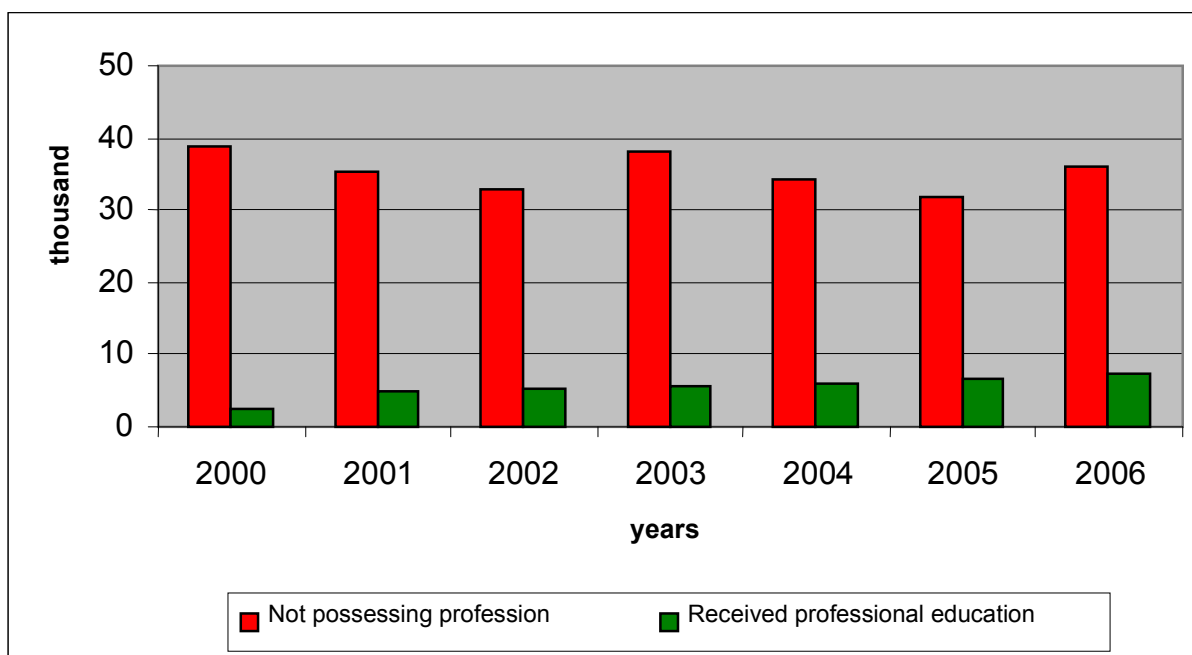
Currently a complex state mechanism of PEA exists in the republic. It only covers unemployed citizens and is being carried out by state employment service with use of

funds of social protection fund in 15 education centers of PEA. At that, the coverage of the mechanism is fairly narrow (in 2007 professional training and retraining underwent 8,2 thousand of unemployed, majority of which later on got jobs). This coverage amounts to 20% of officially registered unemployed citizens (see Fig. 5).

Moreover, current situation of the state system of PEA in Tajikistan can be characterized physically and technologically outdated educational and material base, unconformity of education with the requirements of labor market, unconformity of training and retraining structure with needs of labor market and weak potential of engineering-pedagogical staff.

On the basis of above, formation and further development of full-fledged system of the PEA is becoming one of the country's priorities in the sphere of labor resources' development and reduction of poverty. Therefore, solution of this task is included in the Poverty Reduction Strategy in the Republic of Tajikistan for 2007-2009 and National Development Strategy of Tajikistan until 2015.

Fig. 5.



Source: [4,5]

Beginning from 2006 international and foreign organizations with a purpose to support poverty reduction in Tajikistan have begun more actively invest in the system of professional education and education of adults. Thus, Professional education and

training support Fund, that has been founded at the end of 2004, with support of European education Fund during 2006-2007 started organization of the training courses for specialists from the system of professional education of Tajikistan on examination of labour market demand, development of education programmes with regard of labour market requirements. As result of this during this period more than 180 specialist from an area of professional education of Tajikistan were trained how to organize education process in accordance to labour market requirements.

From the beginning of 2007 under the framework of realization of the TACIS project "Creation of social re-integration Centers for vulnerable women in Sughd region" so-funded by European Commission, Netherlands Red Cross in collaboration with Red Crescent Society of Tajikistan the functioning of social re-integration centers for vulnerable women in five rayon (Khujand, Isfara, Kanibadam, Bobojon Gafurov and Spitamen rayons) of Sughd region has started.

The work of these centers is aimed to increase living standards of the most vulnerable categories of women by provision an opportunity for them to study, to receive new professional skills and consequent employment.

It's worth noting, that the programme is being realized in close collaboration with the governmental bodies and local authorities. So, at the beginning of the project an Agreement on cooperation with executive office of the Sughd region and authorities of project rayons and cities has been signed. Furthermore, the education and methodological part of the project: curriculums and learning programmes on a subject: "Basics of cutting and sewing", "Basics of cookery and rational nutrition", " Basics of working with PC" were developed and finalized in accordance with requirements of the Ministry of Labour and social protection of population of the republic of Tajikistan. In period from November 2006 till December 2007 the total number of women entered the courses constituted 3069 people, among them 1294 people at courses of cutting and sewing, computer courses 299 people, and at rational nutrition and cookery about 1476 people.

Besides this, under the framework of Central Asia University (CAU) work, that has been established in 2000 by the Governments of Kazakhstan, Kyrgyzstan and Tajikistan and his Highness of Agha Khan, at the end of 2006 in Khorogh city of the Gorno-badakhshan Autonomous District, the School of continuous and professional education started its functioning. The mission of the School is – to stimulate economic, social and cultural development of the region, especially provision to mountainous regions important advanced education programmes to youth and adults.

An area of programme activity of this School is focused on:

- Development of entrepreneurship and management
- Information technologies
- Applied languages
- Public and social sectors of the management
- Professional education
- Preparatory and academic programmes of the University

From October 2006 to March 2007 given Scholl has trained providing professional skills in this areas about 1000 people.

	Education programmes	Number of alumni	including		age		
			men	female	under 19 y	19-25 y	above 25 y
1	Applied languages	408	146	262	42	172	194
2	Accounting	77	43	34	4	21	52
3	Tourism	10	2	8	1	3	6
4	Information technologies	320	132	188	196	67	57
5	Short-term courses	185	84	101	4	54	127
	TOTAL	1000	407	593	247	317	436

Therefore 2007 gradual process of formation of a full-fledged system of PEA started in Tajikistan:

- By the Government Decree from 28 December 2006, No. 600 Ministry of labor and social protection of the population (MLSP) of Tajikistan was appointed as a state body to manage issues related to adult education;
- By Resolution of the Government from 30 June 2007, No. 58-φ part of buildings and structures of the system of basic professional education were transferred on to the balance of MLSP for creation of National center and network of centers for adult education;
- By Resolution of the Government from 5 March 2008, No. 115 the National center for adult education with its four regional branches was established.
- Advantageous conditions for international cooperation in the sphere of PEA are created;
- Network of international partner in the sphere of development of PEA of Tajikistan is growing (EU/ETF, EU-TACIS, GTZ, DED, DVVI, FEF, TIK, HWA, ILO).

As a mid-term prospect it is planned:

- development and ratification of the Law of RT "On adult education";
- development and implementation of the State concept and State program of PEA system development;
- development of legal base on organization of educational process in the centers of PEA;
- creation of centers of qualification and certification;
- further development of international partners' network in the sphere of development of PEA.

Implementation of these strategies, affecting the key factors of provision of effective employment will lead to softening of tension on the labor market, qualitative reduction of unemployment and competitiveness of labor resources both on internal and external labor market.

2. POLITICS, CONDITIONS AND COMPOSITIONS

Politics and legislation.



Productiveness of employment is directly related to the quality of professional education. Effectiveness of employment of employable population, and of solution of poverty problem and quality of life in general, largely dependent on the level and quality of education. Under current situation with the quality of labor resources one of the key factors of provision of effective employment and reduction of poverty is professional development of labor resources and their adaptation to the requirements of labor market. Moreover, contemporary labor market and continuing development of production technologies demand relevant level of professional qualification, which creates regular retraining during the course of life.

Actuality of development of the system adult education and its state recognition is also dictated by the need of a link of formal and informal education, especially in regard labor migrants. The truth is that during the period of 15 years of intensive external labor migration (ELM) major share of labor resources has acquired professional skills in the process of employment, whereas relevant mechanism of recognition of such skills was not worked out. Moreover, current mechanisms of complete legalization of ELM (issuance of work permit), for example Russia (it receives more than 90% of ELM), requires certified level of qualification of labor migrant worker.

On the basis of the above, in the framework of Strategy on poverty reduction of the Republic of Tajikistan for 2007-2009 and National strategy on development of Tajikistan for 2015 it is planned to implement activities on development of labor resources and system of adult education in general. In particular, “development of human potential through better access and better quality of social services to poor population, activation of participation of population in the process of development, strengthening of social partnership»[7,8] determined as one of the key directions of the Strategy of poverty reduction of the Republic of Tajikistan and national priorities of National strategy of development of Tajikistan until 2015. Education of population especially unemployed, as well as agricultural sector, small business is determined as one of the priorities for reaching goals MDG in the Republic of Tajikistan[9].

One of the key moments of state recognition of the system of adult education is determination of state body of management of the system of adult education in Tajikistan (resolution of the Government of RT from 28 December 2006, No. 600) represented by the MLSPP RT and establishment of National center of adult education of Tajikistan within the structure of the MLSPP RT (resolution of the Government of RT from 5 March 2008, No. 115).

Currently there is no law regulating the system of AE in Tajikistan.

In the future it is planned:

- development and ratification of the Law of RT “On adult education”;
- development, adoption and implementation of the National plan of actions on development of adult education in Tajikistan;
- development of adult education standards.

Provision and funding.

Despite the fact that Tajikistan currently lacking the law, which would be regulating the system of adult education the following types of adult education is being implemented in accordance with existing norms:

- civil education of citizens;
- professional education and retraining of unemployed citizens;
- development of qualification of the staff of state agencies.

Civil education of adults mainly carried out by non-government organization on the basis of funding and programs of international and foreign partner organizations. Complete recording of people underwent such courses and volume of funds for their implementation is not done at the moment (obviously each organization is maintaining its own recording of the statistics).

Profession education and retraining of unemployed citizens is being carried out by the state employment service funded from the social tax. Number of trained and spent funds for the period of the past 5 years is shown in the table below:

		2003	2004	2005	2006	2007
1	Number of trained unemployed	5596	6047	6560	7174	8152
2	Total amount (thousand TJS)	299,6	488,6	743,8	836,7	1524,3
3	Total amount (thousand USD)	101,2	160,7	232,4	243,9	440,5

Statistics on such courses is maintained by the state statistics body of the republic. Education programs of professional education courses and retraining of unemployed citizens are developed by the state education centers of employment services in accordance with the requirements of the labor market and is currently being approved by the Ministry of Education of RT. Before the end of 2006 when the system of professional –technical education remained under the MLSP, such programs were approved by the MLSP. Currently because of absence of relevant norms in the sphere of adult education Ministry of Education continues to license these educational programs.

Career enhancement of the staff of the state agencies is being carried out by relevant sectorial ministries and agencies. Special bodies were set up within each ministry and agency for organization of such courses. Statistics on such courses is maintained by the state statistical agency but only with respect to the state sector. Number of trained and spent funds for the period of the past 5 years is shown in the table below:

		2003	2004	2005	2006	2007
1	Number of trained employees	11764	11057	12469	15055	15893
2	Total amount (thousand TJS)	1288,2	1021,1	3223,3	2933,2	3106,8
3	Total amount (thousand USD)	435,2	335,9	1007,3	855,2	897,9

Education programs of these courses are developed by relevant bodies of the ministries in accordance with the production requirements and are approved by the ministries. For organization of career enhancement of government employees the President of RT by Decree from 9 October 2002, No. 926 has established Institute of career enhancement of government employees. Number of trained and spent funds for the period of the past 5 years is shown in the table below:

		2003	2004	2005	2006	2007
1	Number of trained employees	-	454	953	1422	1431
2	Total amount (thousand TJS)	-	177,8	347,8	480,6	484,0
3	Total amount (thousand USD)	-	58,5	108,7	140,1	139,9

Funds allocated from the state budget for career enhancement of the government employees are included in “education” section. Correlation of these budgets is shown in the table below:

		2003	2004	2005	2006	2007
1	Budget funds in “education” section (thousand TJS)	112082,1	164252,0	253105,5	317723,8	554331,9
2	Budget funds in “education” section (thousand USD)	37865,6	54030,3	79095,5	92630,8	151541,0
3	Budget funds for PAE (thousand TJS)	1288,2	1198,9	3571,1	3413,8	5115,1
4	Budget funds for PAE (thousand USD)	435,2	394,4	1115,9	995,2	1478,3
5	Proportion (%)	1,42	1,03	1,70	1,34	0,98

Within the framework of cooperation of the MLSPP of RT in the sphere of PAE, only in 2008 the first complex project of the Government of Germany/GTZ/DVVI/DED, which will be implemented in the course of 6,5 years with total project cost of 3,5 M euro. Besides, a two year research project of the European Education Fund (ETF) will be launched this year, and will study labor market and labor migrants in the context of professional needs, with the total project cost of 50 thousand euro. Currently the MLSPP of RT is involved in negotiations with Turkish Board on Cooperation and Development regarding establishment of PAE educational bases. Within the framework of European Commission’s projects in the sphere of social protection education programs on career enhancement of social workers are being carried out. Some projects of ILO и IOM also include educational components of adult population.

At present, complete recording of external aid in the sphere of AE is not performed, but in the future this work will be organized by the National center of AE of Tajikistan and AE Association of Tajikistan.

In perspective the following activities are planned to be implemented:

- widening of AE education network, strengthening of their material, technical and program base, development of trainer potential;
- creation of national data base in the sphere of AE;
- creation of certification and qualification centers in the sphere of AE, especially PAE;
- organizational strengthening of PAE.

3. PARTICIPATION AND INVOLVEMENT

Development of human potential through betterment of access and increased quality of social services to poor, activation of population participation in the process of development, being the priority of the Strategy poverty reduction of the Republic of Tajikistan and National Development Strategy of Tajikistan[7,8], is guaranteed particularly by development of the system of AE. Moreover, as mentioned above, education of population, especially unemployed, as well as people employed in

agricultural sector is determined as one of the priorities for reaching the goals of MDG in the Republic of Tajikistan⁹.

As noted in these strategic program documents of the country, unemployment and low quality of labor resources is one of the dominating factors of existing poverty in the country.

This problem, i.e. unemployment and quality of human resources also has a gender aspect to it. Particularly, employment level and professional training among women is lower than of men. For example, during the period of 1992-2006 share of women in total officially acknowledged unemployed had the tendency of development (see Fig. 6).

Fig. 6

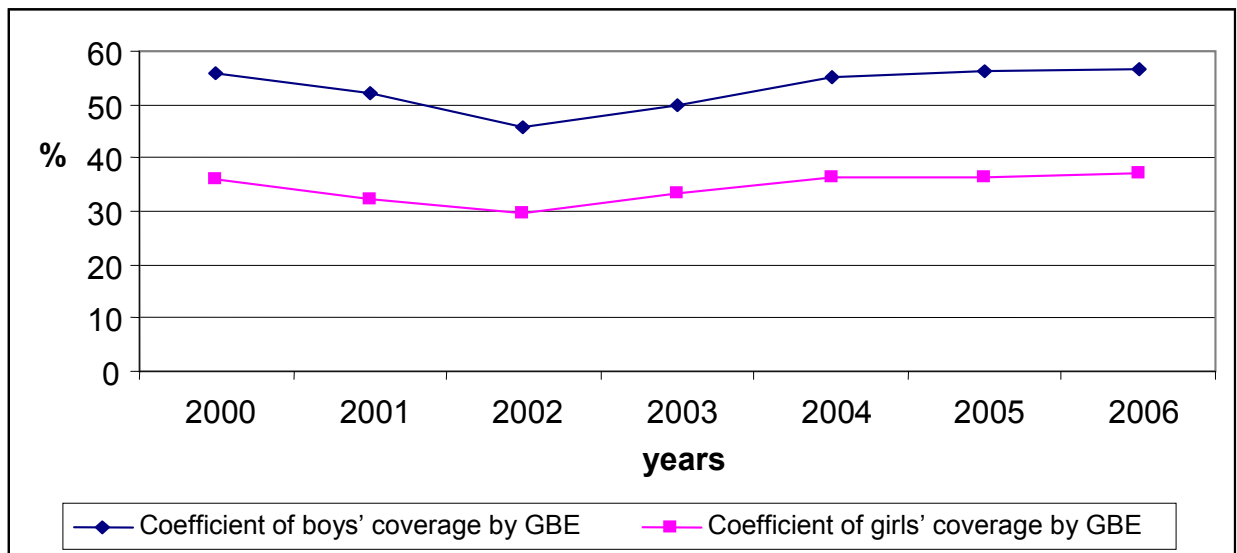


Source: [4,5]

According to the data of Labor Force Study (LFS-2004)[10] of Tajikistan, carried out in 2004, share of employed women involved in the economy equals to 41,2%, and in the section “hired work” - 30,2%.

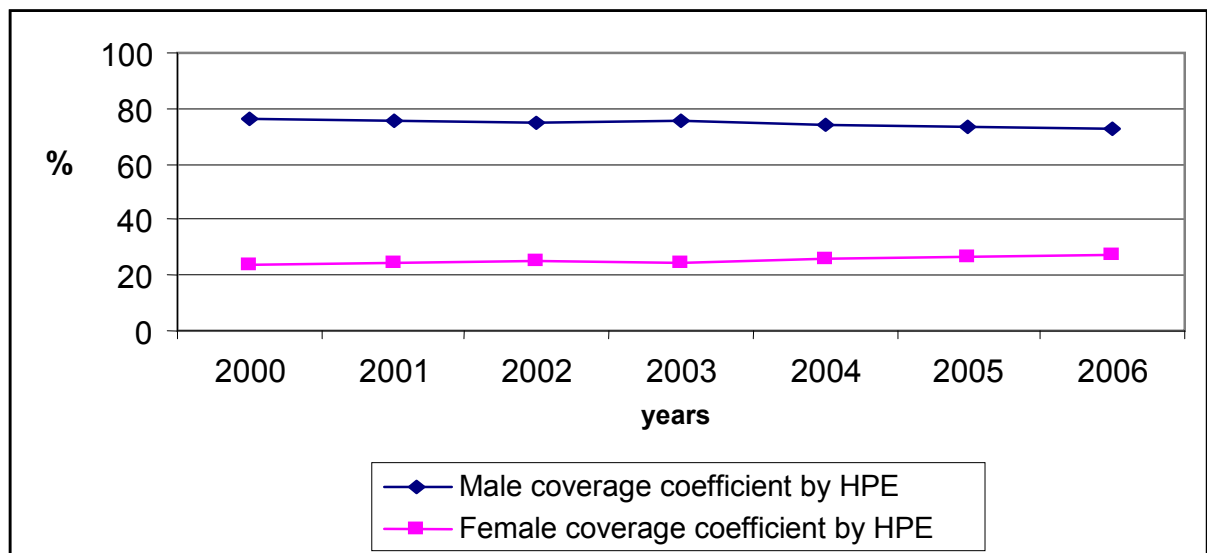
These figures once more prove the thesis “employment is related to education”. It also gives evidence on the level of coverage of girls by the system of General Secondary Education (GSE) and Higher Professional Education (HPE), which are shown in the following figures (Fig. 7, 8).

Fig. 7



Source: [11]

Fig. 8



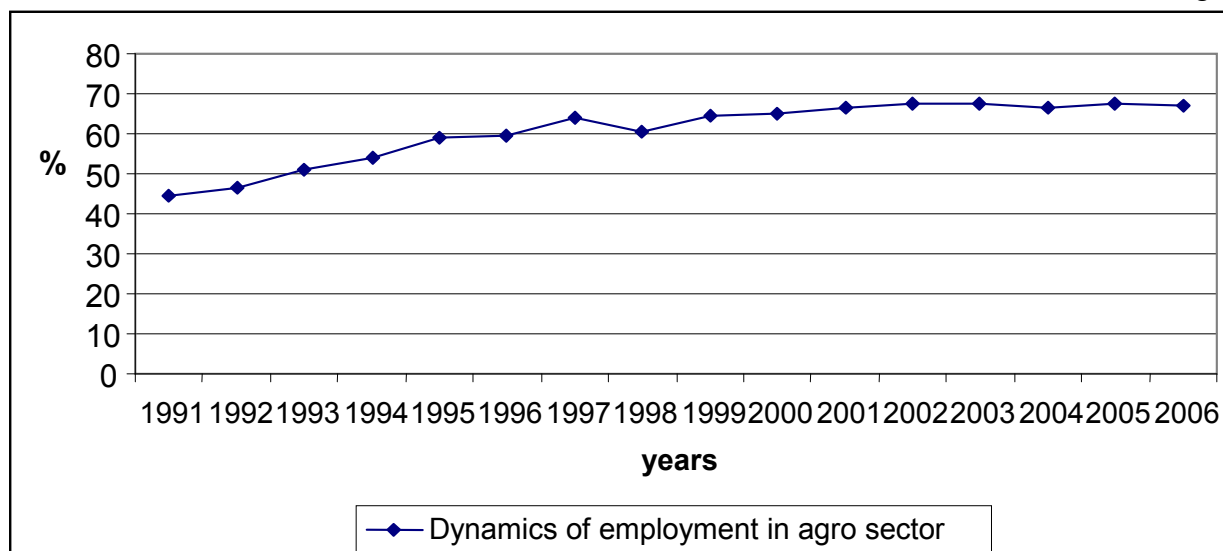
Source: [11]

Based on the above, at present PAE in Tajikistan is mainly directed on needs of unemployed citizens, unemployed women in particular. However, as it is shown above (Fig. 5), existing potential of the PAE system in the country covers only about 20% of officially registered unemployed not mentioning another 90% of labor migrants, which need professional training and retraining. On request of the MLSPP of RT European Training Foundation (ETF) in the period of 2008-2009 is carrying out a study on identification of needs in professional education amount labor migrants, connection of education services with the needs of labor market. However, until now demand of population for PAE in the country is not studied in complex.

With the goal of promotion of gender balance on labor market of the country, i.e. promotion of professional development and further employment of women, in the

framework of the above mentioned project of Government of Germany/GTZ/DVVI/DED, women professions were chosen for the PAE for five regional educational centers. As it was mentioned above, for the past years and in perspective employment is growing in the agricultural sector. Evidence of this, in particular, gives the dynamics of share of employed in the agricultural sector in the period 1991-2006 (see Fig. 9). Moreover, people employed in the sector are need of business and agro-technology education.

Fig. 9



Source: [4,5]

As the practice has shown, educational programs of PAE for labor migrants it is necessary to develop and implement it in three components: professional, legal and cultural.

One more problem, which exists - problem of certification of qualifications received in the process of informal education, which in the first place concerns external labor migrants. This category of labor resources in the process of work has acquired relevant level of qualification, but does not have relevant supporting document (certificate), lack of which leads to impossibility of official (legal) employment.

Therefore, it is planned in perspective to:

- provision of wider involvement of unemployed (especially women) in PAE;
- development and implementation of three-component educational programs of PAE for external labor migrants;
- development of educational bases of PAE for women professions;
- development of business education for unemployed citizens aimed at following provision of self employment;
- development of educational bases of PAE for agricultural professions (agro technologies).

4. QUALITY

As it is known, quality of any type of education, AE in particular, depends on four key factors: material-technical educational base, educational – program base, teaching curriculum base, and teachers (trainer) base. Material-technical educational base, which includes educational machines, equipment, tools, models and space, must provide

quality and quantity for the education process. Educational programs, which constitute educational curriculum must reflect qualitative needs of labor market to a maximum. Educational – methodical materials and approaches are called to provide full coverage of educational programs in shortest and most effective way. Level of preparedness of teachers/trainers must satisfy requirements of education programs' implementation process.

The state of the system of professional-technical education and training of Tajikistan, in particular with regard to these four key factors, is reflected in publication of European Training Foundation (ETF) «The reform of VET in Republic of Tajikistan»[12], in the book by S. Ashurov “Problems and perspectives of professional- technical development of labor resources of Tajikistan”[3], in the text of State concept of reform of professional-technical education and training system of the Republic of Tajikistan[13], as well as in the text of the National plan of actions on implementation of the reform of the system of professional-technical education and training in the Republic of Tajikistan for 2006-2015[14].

Material-technical and educational-production bases of the state system of High Professional Education consist of technologically obsolete machines and equipment. Moreover, the task of adaptation of professional qualification structure of HPE to the requirements of internal and external labor markets, in particular to development of farmer economies (development of agro technologies, small and medium enterprises in agro sector, especially in potato growing and honey production), construction of HPPs and hotels, production of aluminum, oil refining and processing of gemstones, development of textile industry need creation of new material-technical educational basics.

The country is limited in resources of modernization, reconstruction and strengthening of material-technical base of PAE; international donor community also has overlooked this field.

On the basis of the above, within the framework of medium and long term periods a qualitatively new level of state funding is anticipated, as well as attraction of donor funds for implementation of state program on development of educational-technical base of PAE system.

In particular, it is anticipated:

- carry out full inventory of educational machines and equipment, and undertake possible measures for rehabilitation;
- develop and begin implementation of complex state program on renewal of educational base with contemporary machines and equipment;
- establish educational-production center on repair, rehabilitation and technical servicing of educational machines and equipment, design and manufacturing of educational offices.

Educational-curriculum base. Subject matter of education is one of the key components of system development, which directly affects the final product of the system- level of professional skills and abilities its graduates and their compliance with the qualitative needs of labor market. Content of education, which reflects in educational plans and curriculums, must rationally and economically effectively contain such educational courses, which most fully provide closest match of education process with the requirements of labor market. In conditions of country's limited economic resources on current stage of its development, provision of economic effectiveness and

improvement of quality of educational process also remains one of the main tasks of the reform of PAE system.

Moreover, labor market of the country underwent qualitative changes, gradually developing private sector, interest to professional qualities of workers is formed among the employers.

However, current content of education has barely changed for the past 20 years, and it was not adapted to the conditions of market relations. The content is economically ineffective, overloaded and inflexible in relation to the needs of labor market. Existing organizational mechanism of educational process is characterized by its economical irrationality, lack of effective management and control leverages.

In relation with this, content of education and educational process organization must be reviewed from the position of improvement of their economic effectiveness, provision of flexibility and maximum match with the qualitative requirements of labor market with consideration of economic resources of the country.

Educational-methodic base. Current educational programs and materials were developed in the beginning of 80's and were distributed by centralized state bodies of the Soviet Union. Currently they are hopelessly obsolete materials, both in pedagogical and technological sense.

In regard to the above, in perspective it is envisaged the formation of educational-program and educational-methodic provision of educational process, new generation of textbooks and study guides, other teaching means.

In order to solve this issue it is necessary to develop a target program of book publishing for the PAE, as well as use of self-sustaining forms of educational-methodic provision, focused on funds of local budgets and educational institutions.

Teacher (trainer) base. Engineering-pedagogical staff of the PAE system is the locomotive of its development. Particularly, level of qualification and pedagogical experience of teachers of professional disciplines and masters of manufacturing training affects the end result of systems functioning.

Current qualitative characteristics of engineering-pedagogical staff of PAE system, especially on such key components as teachers of special and general technical disciplines and masters of production training do not provide for effective implementation of system reform. Moreover, the process of preparation and career enhancement of engineering-pedagogical staff also needs a serious review. On the basis of this, main goal in perspective is development of staff potential of the system, in accordance with present requirements to training of qualified staff and middle level specialists by way of creation of new generation of engineering-pedagogical staff for the PAE system. The following is envisaged:

- Creation and development of preparation system, professional retraining and career enhancement for staff of PAE, including in itself training of engineering-pedagogical and management staff, organization of additional pedagogical education for trainers on special disciplines, professional retraining teachers of humanitarian and socio-economical sphere, and training of teachers of new professions and disciplines in Tajikistan, as well as outside;
- Mastering of new educational technologies (informational, module, person oriented, and other);
- Utilization of new forms of qualification enhancement (pedagogical shops, internship, and other);
- Betterment of attestation system for management and pedagogical staff;
- Renewal of pedagogical staff, attraction of new specialists for pedagogical career

in PAE system, attraction for teaching of special disciplines people possessing experience of production activities;

- Development and implementation of target program “Professional-pedagogical staff of PAE system”.

In regard to the above mentioned, current state of the PAE system of the republic, its social designation, strongly requires earliest development and implementation of the strategy and tactics of radical reform, shaping of main conditions of changes in the system. The need to acknowledge the system of PAE has matured as one of the national priorities, providing for competitive economy and social protection of the population.

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ANNEX I

Table1 (for 1000 population)

	Years	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
1	Fertility rate	39,1	32,4	33,5	34,2	34,1	30	30,6	31,3	29,8	27	27,2	27,3	27,1	26,8	26,4
2	Mortality index	6,1	6,6	8,9	7,1	6	5,5	4,8	4,9	4,2	4,7	5,1	4,8	5	4,4	4,6
3	Natural population growth	33	25,8	24,6	27,1	28,1	24,5	25,8	26,4	25,6	22,3	22,1	22,5	22,1	22,4	21,8

Source : State statistical committee

Table 2 (thouth. men.)

	Years	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
1	Population	5505,6	5567,2	5579,7	5633,8	5701,4	5769,1	5875,8	6001,3	6126,7	6250	6375,5	6506,5	6640	6780,4	6920,3
2	Labour resources	2526	2669	2688	2752	2811	2840	2909	3038	3125	3186	3301	3463	3644	3777	3893
3	Employed	1971	1909	1855	1855	1853	1731	1791	1796	1737	1745	1829	1857	1885	2090	2112

Source : State statistical committee³

ANNEX II

The bulk of abovementioned positive results in the field of adult education and education for all as a core of activity to promote sustainable development through support of conflict resolution, implementation of market mechanisms in economic life and formation of civil society could not be achieved without expertise, raising awareness activity, financial and/or technical support of various international agencies and organizations working in the Republic of Tajikistan since the moment of its independence.

The focus and results of their activity can be shown by presentation below the short information on only two international organizations chosen in a long list of other agencies assisting RT in implementation of the great socio-economic transformation.

The Tajik Branch of Open Society Institute- Assistance Foundation

within **Soros foundation** net (further -TBOS) is operating in RT since 1996.* The major object of its activity is supporting endeavors in improvement of all spheres of civic development –supporting reforms in the field of education, public health, culture and arts, mass media, entrepreneurship and local government initiatives, gender policy, ethnic minorities, tourism, contributing to harm reduction of HIV/AIDS, promoting drug demand reduction, etc. It is one of the major international partners of governmental structures in the field of adult education. From the very beginning TBOS activity in this sector is divided into two major subfields: programs of academic education for adult and programs of capacities building.

Scholarship program

Is intended to provide opportunities to lecturers to deepen their knowledge and experience in relevant areas and realize them for the benefit of societal development of the country. * 20 beneficiaries in 2006

Secondary Education Program is directed at support of educational reforms * over 260 beneficiaries in 2006 .

Step by Step The program's aim is to support the development of democratic principles, involvement of parents into education process of children of preschool and primary school age.* over 360 adult beneficiaries in 2006

English Language Program is intended to improve the knowledge of English language in the republic via introduction of modern educational approaches and methods.* over 300 beneficiaries in 2006

Drug Demand Reduction Program The program's aim is the increased utilization by select populations of quality drug demand reduction services, social support and other healthy alternatives to heroin opiate use.* over 100 direct beneficiaries in 2006

Law Program is directed at provision assistance in implementing legal reforms, raising law knowledge of country citizens and improvement the legal basis and regulatory mechanisms of open civil society formation in Tajikistan.* over 1000 direct beneficiaries in 2006

Information Program is intended to support the development of Information networks and provide population with access to knowledge and information.* over 1000 direct beneficiaries in 2006

Mass Media Program The program's aim is the development of a civil and democratic society via supporting formation and reform of media structures, stimulation and support of professional development of journalists, support of law knowledge and legal protection of journalists. * over 1000 direct beneficiaries in 2006

Public Health Program The program's objective is to contribute to health promotion among population via developing public health principles of preventive health care and health protection.* over 1000 direct beneficiaries in 2006

Civil Society Program The program's aim is to support of formation, development and strengthening of civil society institutions in the republic, support of civil initiatives aimed at democratization of society and promote of interaction of civil society institutions * over 1000 direct beneficiaries in 2006

Local Governance Program The program's aim is rendering assistance in implementation of local governance system reforms and formation of a more effective and operational local governance systems * over 300 direct beneficiaries in 2006

Economic and Business Development Program The program's purpose is the involvement of population in entrepreneurship by means of supporting the development of a favorable business environment for small and medium business development, formation of initial capital, and skilled participants of market relations. * over 500 direct beneficiaries in 2006

Arts and Culture Program is intended to support the development of culture, improvement of legislation and professional skills in the spheres of arts and culture. * over 300 direct beneficiaries in 2006

Women's Program is directed at support the development and achievement of gender equality in the society, support of sustainable development of women's movement. * over 1000 direct beneficiaries in 2006

Grant Program The program 's goal is to support the development of intellectual and professional potential of the society via support of participation in specialized events (seminars, conferences, symposiums). * 38 beneficiaries in 2006.

The information on the second international agency actively working in the sphere of Adult education is presented by general information on its purposes and tables of activity of the local NGOs initiated by this agency:

The Institute for International Cooperation of the German Adult Education Association (dvv international)

dvv international activities in the Republic of Tajikistan are intended to improve the social situation of the poor. Main partners of dvv international are the Association of Scientific and Technical Intelligentsia (ASTI), the Adult Education Association of Tajikistan (AEAT), the Ministry for Labor and Social Protection, the National Employment Service and the Ministry for Education.

It is also important to mention, that the German Development Service (DED) is a strong partner for our projects aimed at the improvement of local curricula and professional education in Dushanbe.

Objectives and goals to be reached:

- Improving qualification and re-education of labor migrants and unemployed
- Close work with the families of labor migrants
- Strengthening the infrastructure and improving the technical potential of our partner organizations
- Improving qualification of teachers
- Enhancing work-methods of employees of the local employment centers and the migration services
- Improving the potential of members of AEAT. Lobbying the interests of members of AEAT (Activities of part of AEAT members Annex IV)
- Strengthening social partnership
- Lobbying the ideas of Adult Education, Lifelong learning and Education for All.

ANNEX IV

NGO “NEW GENERATION”

Sugd oblast

	Tasks	Program	Dates	*target groups	Population coverage	Funding/Donors	Perspectives of continuation (yes/no)
1.	Sustainable development						
2	Poverty reduction						
3	Achievement of gender equality	1. Workshops /seminars 2.return of girls to school	1.2001 - present 2.2008	1. Girls, women, school teachers 2. Girls not attending school	1.Over 500 2. 200 girls	1.Within the framework of various programs 2. EFCA	1. yes 2.yes
4	Human rights and democracy						
5	Interethnic relations, tolerance	“World starts from us” project – development of Network, conduction of seminars, conduction of Educational Camp for youth from border regions	2006-2007	Youth, teachers from border regions	200	Dutch Council on refugees, IOM	Yes
6	Prevention and regulation of conflicts	“World starts from us” project	2006-2007	Youth, teachers from border regions	200	Dutch Council on refugees, IOM	Yes
7	Climate change, natural disasters						
8	Education for all (EFA) millennium development goals (MDG)	Civil education n schools, organization of courses for youth under the Center (computer, English, Russian, sewing, chief and	2007 - present	Youth, school teachers	Over 1500	Polish fund “Education for democracy”, UNICEF	

		other)					
9	Socially unprotected strata of population	Creation of educational Center for youth of B. Gafurov district, out of vulnerable strata of population and children of labor migrants	July 2007 – present	Pupils, students, young housewives less than 25 years old	1500 thousand	UNICEF	Yes
10	Demographic changes						
11	Reproductive health	Conduct of seminars	July 2007 – present	Pupils, students, girls	1000	UNICEF, EFCA	
12	Minority groups						
	Retraining in the spheres of: <ul style="list-style-type: none"> • healthcare; • education; • law; • legislation; • science. 						

*characterize: age, social status, urban/village, area of employment

«FIDOKOR», Khatlon oblast

№	Tasks	Program	Dates	*target groups	Population coverage	Funding/Donors	Perspectives of continuation mark (yes/no)
1.	Sustainable development	Civil Society Development Support Program	2001 – 2006	NGOs Kurgan-Tube group of Khatlon oblast	350 NGOs	USAID/Counterpart/IREX	No
2	Poverty reduction	Reconciliation and	2001 –	Citizens of 10	5000 people	Counterpart Tajikistan	No

		development of communities CRD	2003	communities of 5 districts of Khatlon oblast (Moskovskii, Muminabadskii, Khovalingskii, Farkhorskii, Voseiskii)			
3	Achievement of gender equality						
4	Human rights and democracy						
5	Interethnic relations, tolerance						
6	Prevention and regulation of conflicts	Conflict prevention, tolerance and peacefulness education via interaction method	1999 – 2001	Teachers of high schools from Khatlon oblast	1000 people	UNHCR	No (program is finished)
7	Climate change, natural disasters						
8	Education for all (EFA) millennium development goals (MDG)						
9	Socially unprotected strata of population	Widening of coverage of vulnerable strata by main service package	2007 – 2009	Users of injection drugs, interdependent cities Kurgan-Tube and surrounding villages	6000 people	JSI, CAAP	Yes
10	Demographic changes						
11	Reproductive health	Healthy family	2003 –	9 NGOs from 5 districts	12000 people	The Futures Group	No

			2005	of Khatlon oblast (Kolkhozobad, Vakhsh, Bokhtar, Shaartuz, Moskovskii)		International	
12	Minority groups						
	Retraining in the spheres of: <ul style="list-style-type: none"> healthcare; education; law; legislation; science. 						

Civil Society Support Center “Kalam”, GBAO, Khorog
Educational programs in the period from 2006 till 2008.

№	Tasks	Program	Dates	*target groups	Population coverage	Funding/Donors	Perspectives of continuation (yes/no)
1.	Sustainable development	Institutional development of NGOs, GBAO, RT	September 2006 – September 2007	NGOs, Active citizen groups	800 people	National democracy support fund (NED)	Yes
2	Poverty reduction						
3	Achievement of gender equality						
4	Human rights and democracy	Provision of legal protection to NGOs, GBAO, RT	September 2007 – October 2008	NGOs, Active citizen groups	500 people	National democracy support fund (NED)	Yes
5	Interethnic relations, tolerance						
6	Prevention and regulation of conflicts						

7	Climate change, natural disasters						
8	Education for all (EFA) millennium development goals (MDG)						
9	Socially unprotected strata of population						
10	Demographic changes						
11	Reproductive health	Mobilization of communities for HIV/AIDS prevention among labor migrants and their families	January 2006 – August 2008	Labor migrants, members of their families	9000 people	IOM	Yes
12	Minority groups						
	Retraining in the spheres of: <ul style="list-style-type: none"> • healthcare; • education; • law; • legislation; • science. 						

*characterize: age, social status, urban/village, area of employment

NGO “MEHRANGIZ”, Khatlon oblast

	Tasks	Program	Dates	*target groups	Population coverage	Funding/Donors	Perspectives of continuation (yes/no)
1.	Sustainable development						
2	Poverty reduction	Business development and Sewing	01.06.1998-30.04.1999	Girls, women from the poorest families with many children,	48		Yes

				women from villages			
		Development of sewing and micro credit	01.05.1999-30.04.2000	Girls, women from the poorest families with many children, women from villages	257		Yes
		Food for work	1999 – 2000	Women returned to villages	180		Yes
		Training of sewing skills for women in great need	1999	Girls upwards 18, women from villages	408		Yes
		Development of sewing and micro credit	01.05.2000-30.04.2001	Girls upwards 18, women from villages	365		Yes
		Training of sewing skills and micro credit	01.11.2001-30.04.2002	Girls upwards 18, women from villages	159		Yes
		Support of people returned to	01.11.2001-20.05.2002	People returned to villages	45		Yes

		villages					
		Capacities – building and micro credit	01.05.2002-30.04.2003	Girls upwards 18, women from villages	236		Yes
		Reducing of problems of poverty	01.06.2003-30.06.2005	The poorest part of village population	660		Yes
		“Increase the voice of the poorest”	01.07.2005-30.06.2006	The poorest part of village population	203		Yes
		“Increase the voice of the poorest”	01.07.2006-30.06.2007	The poorest part of village population	402		Yes
3	Achievement of gender equality						
4	Human rights and democracy						
5	Interethnic relations, tolerance						
6	Prevention and regulation of conflicts						
7	Climate change, natural disasters						
8	Education for all (EFA) millennium development goals (MDG)						
9	Socially unprotected strata of						

	population						
10	Demographic changes						
11	Reproductive health						
12	Minority groups						
	Retraining in the spheres of: <ul style="list-style-type: none"> • healthcare; • education; • law; • legislation; • science. 						

ASSOCIATION of SCIENTIFIC and TECHNICAL INTELLECTUALS,
Sugd oblast

	Tasks	Program	Dates	*target groups	Population coverage	Funding/Donors	Perspectives of continuation (yes/no)
1.	Sustainable development						
2	Poverty reduction	Contribution into poverty reduction	1998-2008	The poorest rural citizens of 4 districts of Sugd oblast	Over 10 000	Novib\Oxfam, ACT CA,UNDP	Yes
3	Achievement of gender equality						
4	Human rights and democracy	Development of youth leadership	2002-2008	Young people (15 -20) from the	Over 5 000	CIDA,UNICEF,PSI (USAID)	Yes

				cities: Khudjand, Ghafurov, Isfara, Spitamen			
5	Interethnic relations, tolerance						
6	Prevention and regulation of conflicts	Regional dialogue and development	2004-2007	Dwellers of the border districts of Tajikistan (Sugd oblast) and Kyrgyzstan (Batkent oblast)	Over 10 000	SDC, Government of Switzerland, ACT CA (since 2008)	Yes
7	Climate change, natural disasters	Development/formation of the groups of fast response	2005-2007	Citizens and pupils of the border villahes of Kanibadam, Isfara cities.	Over 3 000	Mercy Corp	Yes
8	Education for all (EFA) millennium development goals (MDG)						
9	Socially unprotected strata of population	Education of labor migrants and unemployed people in Tajikistan [in the trainings centers of Soghdian oblast and Dushanbe]	2003- present	Labor migrants and unemployed people (upwards 18); Members of their families (upwards 18)	Over 2 500	DDV international, DED	Yes
10	Demographic changes						
11	Reproductive health						
12	Minority groups						
	Retraining in the spheres of:						

	<ul style="list-style-type: none"> • healthcare; • education; • law; • legislation; • science. 						
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NGO “SAODAT”
Sugd oblast

	Tasks	Program	Dates	*target groups	Population coverage	Funding/Donors	Perspectives of continuation (yes/no)
1.	Sustainable development	Project “Durakhshon” Three folded project directed at food security and support of women: Sector 1: Promotion of sustainable development	01.10.2003- 30.10.2008	Vulnerable part of population, women of Spitamen and Ghanchi districts of the Sugd oblast	31 332 from 2 districts	Oxfam\Novib the Netherlands	Yes
2	Poverty reduction	Project “Durakhshon” Sector 2: Poverty reduction	01.10.2005- 30.10.2008	Vulnerable part of population, women of Spitamen and Ghanchi districts	31 332 from 2 districts	Oxfam\Novib the Netherlands	Yes

				of the Sugd oblast			
3	Achievement of gender equality	Project “Durakhshon” Sector 3: Gender aspect	01.10.2005-30.10.2008	Vulnerable part of population, women of Spitamen and Ghanchi districts of the Sugd oblast	31 332 from 2 districts	Oxfam\Novib the Netherlands	Yes
4	Human rights and democracy	Project 1: “Land reform and Market development”	01.02.2008-30.08.2008	Members of collective and family farms, leaders of farms, local managing organs of 2 districts of the Sugd oblast	2080, including 929 women	Chemonics Intern. Inc. USAID	Yes
		Project 2: “PARMS” directed at advancement of land reform and defense of dekhqans rights	01.08.2000-30.05.2008	1000 members of farms, including 500 women		CECI Canada	Yes
5	Interethnic relations, tolerance						
6	Prevention and regulation of conflicts						

7	Climate change, natural disasters						
8	Education for all (EFA) millennium development goals (MDG)						
9	Socially unprotected strata of population	Project “Children-partners in process of monitoring of child rights respect in Tajikistan” [in cooperation with the local NGO “Nasli nawras”]	01.03.2008 - 28.02.2010-	School pupils, vulnerable part of children, (not attending schools, in conflict with law, deprived of parents care, involved into the most laborious tasks, etc.) in Khatlon, Sugd, Gorno-Badakhshan oblasts; and the following cities: Kurgan-Tube, Khudjand, Khorog and Dushanbe	More than 2 500	European Council	Yes
10	Demographic changes						
11	Reproductive health						
12	Minority groups						
	Retraining in the spheres of: <ul style="list-style-type: none"> • healthcare; • education; • law; 						

	<ul style="list-style-type: none">• legislation;• science.						
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