Information gathering template prepared for the Global Education Monitoring Report 2021 - Central and Eastern Europe, the Caucasus and Central Asia - Inclusion and education: All means all.

Tajikistan

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Introduction

The template for the Profiles was a survey designed to collect information from countries in order to collect structured information to be used as the basis for the GEM Regional Report analysis work.

The survey respondents were specifically requested to not focus exclusively on children with disabilities, but include information on all of the groups considered to be vulnerable to exclusion or at risk of being marginalised, stereotyped or subject to discrimination, including for reasons such as gender, location, poverty, ethnicity, language, beliefs and religion, migration or displacement status, sexual orientation or gender identity expression.

The overall goal for the Profile was that the information provided in relation to each country identifies:

1.challenges (barriers and hinderances) and opportunities (support and ways forward) for the implementation of inclusion in education policies;

2.the ways in which countries monitor inclusion and exclusion in education (at individual and system levels);

3.challenges (barriers and hinderances) and opportunities (support and ways forward) for supporting inclusion in education created by sectors other than education and arrangements needed to co-ordinate work among government sectors, tiers of government and with other stakeholders to overcome overlapping dimensions of exclusion;

4.key policy solutions that are being implemented and key drivers of policy change.

The Profile begins with background information on the people completing the template.

The next section provides a short descriptive overview of the country's system of inclusive education.

This is followed by main sections presenting quantitative and qualitative data linked to each of the seven themes for the report:

1.laws and policies;

2.governance and finance;

3.data;

4.curricula, learning materials and assessment;

5.teachers and support personnel;

6.schools;

7.communities, parents and students.

Each section begins with a key guiding question (marked in italic text) that frames the overall information provided. This is followed by the specific questions on the main issues for the topic that should be answered.

Sections 1 and 2 focus on information relating to legislation and policies.

Section 3 focuses upon available data and the aims and procedures for data collection.

Sections 4 to 7 focus on information relating to policies and policy implementation in practice.

The information provided focuses on compulsory education (i.e. potentially -pre-primary, primary and lower secondary, and possibly upper secondary education). Only specific issues related to inclusion in early childhood education and post-compulsory education were considered when necessary.

Survey reply and respondents

Has the information in this profile been discussed with and validated by a government representative?

No / Yes

If yes, who and what is their professional capacity, role?

Which other people have been key informants? What is their professional role?

What was the main challenge during the preparation of the profile?

Please list the 5 most informative sources on inclusion in education (academic papers, policy reviews, evaluation studies etc.) for the country published since 2015 and provide links to the originals:

1. Provision on the procedure for organizing inclusive education for children with disabilities in educational institutions of the Republic of Tajikistan

2.The law of the Republic of Tajikistan June 4, 2013

3. 3akon Republic of Tajikistan to protect the right.

4. National Statistical System of the Republic of Tajikistan. Section 1.2 2019

5. The standard regulations of general educational establishments of the Republic of Tajikistan

If internal, non-public or working documents were used, please add a note here.

Country system overview

(i) Provide a brief (maximum 1 page) narrative of the country's compulsory educational system. Specifically, provide information about:

a. the different types of schools, institutions and educational provision within the system and the age range / ISCED levels of learners they cater for

The following types of educational institutions are established in accordance with the Model Regulations of General Education Institutions of the Republic of Tajikistan (Decision of the Government of the Republic of Tajikistan from _1_ of June 2016, # 237):

- primary school - a type of educational institution that covers grades 1-4 (4 years of study) - 7-10 years;

- secondary general education institution - a type of educational institution that covers grades 5-9 (5 years of study) - 11-15 years old;

- secondary school - the type of educational institution that covers 10-11 classes (2 years study) - 16-17 years.

The mentioned types of educational institutions often exist together, ie one educational institution covers three levels of education.

- secondary school with profound studying of separate subjects - 7-17 years;

Gymnasium - educational institution with the direction of social sciences and humanities - 11-17 years;

- Lyceum - educational institution on the direction of natural sciences and mathematics - 11-17 years.

Note: In most cases, a primary school, a mainstream school, and a secondary school are often together, ie one educational institution covers three levels of education, and a secondary school is an institution where students enrolled in primary, basic and secondary education. General education.

However, there are the following types of schools in Tajikistan in terms of children's needs and opportunities:

Initial

Main

Medium (full)

Gymnasium

Lyceum

Boarding School for Orphans

Boarding School for Deaf Children

Boarding School

Boarding school for deaf and late children

Boarding school for blind and visually impaired children

Boarding school of special regimes (polio)

Special School

Auxiliary boarding school (mentally retarded children)

School-kindergarten

Music Boarding School

Sports boarding school

Boarding-school for gifted children[1]

b. the different authorities responsible for different types of provision etc.

The founder (founders) of an educational institution may be:

 - public authorities, local public authorities, local education authorities;

- associations (associations, unions) of educational institutions;

- public and private funds, including foreign ones, registered in the Republic of Tajikistan;

- Individuals and legal entities.

c. any major external support programmes provided in the past 5 years e.g. bilateral - GIZ (German Society for International Cooperation) and USAID; or multi-lateral e.g. UNICEF, European Union, ADB (Asian Development Bank).

In the last five years, the level of secondary education has been supported by a number of international organizations, including:

- USAID[2] (Read with me) is currently developing and publishing fiction books for children at the primary education level, providing training and professional development for teachers with the aim of developing professional skills;

The European Union (QESP-1) [3] provides technical assistance to the Ministry of Education and Science of the Republic of Tajikistan. This assistance is aimed at preparing trainers for advanced training courses for senior teachers (5-11 grades), developing guidelines for professional development of teachers, and developing a regular teacher development strategy.

- UNICEF[4] provides technical assistance to schools in the preparation and organization of professional development of educators since their student years.

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[1] Statistical Compendium of the Education Sector of the Republic of Tajikistan. Part 1, 2019 - Page 252. (Статистический сборник сферы образования Республики Таджикистан.Часть 1, 2019 г.-Стр.252.)

[2] https://www.usaid.gov/ru/tajikistan/education

[3] www.edgalt.tj

[4] https://www.unicef.org/tajikistan/ru

International organizations also cooperate in the area of inclusive education, but this is mainly a technical assistance aimed at accessing children with disabilities to the place of study. It has no direct relation to the content of education.

Challenges: While international education supports various fields, international organizations have not provided technical assistance to support the education of minority children, migrants.

(ii) Are there specific features of the compulsory education system that impact on inclusion that should be kept in mind when reading the country response?

Area	Yes/No	Description of the feature
Early tracking of learners into a particular educational pathway	no	
'Double-shift' patterns to the school day (i.e. learners attend fir either a morning or afternoon session)	yes	In a certain part of the country, there are schools where extended groups practice, where children go to school twice a day. But in many regions of the country, studies are practiced in two or even three shifts. Due to the high population growth, schools cannot cover all students in one shift. The number of students in a class in the highlands is 12–20 students, and the remaining parts of the country 30–40 students study in one class.
Grade retention	no	
Multiple languages of instruction	yes	There is a practice of bilingual schools in the country, such as Tajik-Russian, Russian, Tajik-Uzbek, Uzbek, Tajik-Kyrgyz, Tajik-Turkmen. In recent years, at the request of parents, some Uzbek schools have been transformed into Tajik-language schools. Parents believe that schools with a non-state language will not guarantee a future career for their children.
Policies on access to compulsory education in local schools		By law, all children who are 7 years old will be enrolled in a school of residence. Presentation of a birth certificate,

		health certificate and a certificate of residence is mandatory for admission to school. The Law of the Republic of Tajikistan "On Education" says: Article 16. Clause 4. The involvement of children over 7 years of age in the first grade of the first stage of education is mandatory. Item 5. Education in general educational institutions is organized in full-time, evening, correspondence, distance, inclusive, family forms and external studies, the implementation of which is determined by the authorized state body in the field of education[5]
(others …)		

(iii) In the country's system which groups are considered to be vulnerable to exclusion from education? Who has identified these groups as being vulnerable to exclusion?

Понятие «уязвимость» используется в отношении к детьми с ограниченными возможностями.

(iv) Please provide a brief (maximum 1 page) narrative overview of the historical development of inclusion of vulnerable groups in education in the country.

Tajikistan gained independence in 1991, ratified the Convention on the Rights of the Child in 1993 and on its basis, the government undertook to develop a strategy for the inclusion of children with disabilities, children of migrants and refugees, minority children in education. and implement.

In this context, the following documents were adopted:

1. The Convention on the Rights of the Child, ratified in Tajikistan in 1993;

2. 3ak Republic of Tajikistan to protect the right:

Article 17

3. The Model Regulation of State Educational Institutions for the Boarding-school of the Republic of Tajikistan was adopted on the basis of the Resolution of the Government of the Republic of Tajikistan from June 30, 2007 and August 29, 2017, the main purpose of this paragraph 1.1. The boarding school is a public educational institution and the state provides orphan and homeless children with disabilities, children who do not have an educational institution in their area and a conducive environment for children whose behavior is dangerous to society. education, upbringing and provision of bed. "

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[5] https://medt.tj/documents/main/normativno-pravovie-akti/zakonodatelnie-akti/ru/02520-ru.pdf

Section 1: Laws and policies

What is the framework of legislation, policy and guidelines for supporting the development of an inclusive education system?

1.1 Have international/UN conventions/declarations to protect the rights of groups who are potentially vulnerable to discrimination and exclusion been integrated into national and/or regional law?

Convention/declaration on	Law	Comments
Child rights (UNCRC)	Law of the Republic of Tajikistan on the Protection of the Rights of the Child[6]	The Convention on the Rights of the Child was ratified in Tajikistan in 1993. According to the requirements of this Convention, a Committee on the Rights of the Child under the Government of the Republic of Tajikistan was created under the Government of the Republic of Tajikistan.
Disability (UNCRPD)	Law of the Republic of Tajikistan on the social protection of persons with disabilities[7] Закон Республики Таджикистан О социальной защите инвалидов;	There is no separate legislative act on the protection of the rights of children with disabilities; under the Law on Social Protection of Persons with Disabilities, the rights of children with disabilities are considered.
Gender (Convention on discrimination against women CEDAW)	Law of the Republic of Tajikistan on the Prevention of Domestic Violence[8]	

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[6] http://www.adlia.tj/show_doc.fwx?Rgn=123867
[7] https://www.medt.tj/documents/main/normativno-pravovie-akti/zakonodatelnie-akti/ru/02538-ru.pdf
[8] http://www.adlia.tj/show_doc.fwx?Rgn=118851

	The Law of the Republic of Tajikistan On State Guarantees of Equal Rights of Men and Women and Equal Opportunities for Their Implementation[9]	
Ethnicity or language (UN Declaration on Rights of persons belonging to National, ethnic, religious and linguistic minorities)	NO	
Other (e.g. Rights of indigenous people)	-	
…		

1.2 Provide an overview of general education legislation impacting on the inclusion of learners from vulnerable groups:

Name and link	Year and status (enacted, under preparation etc.)	Description of key content
Article 7. Language of instruction. Point 3.	Law of the Republic of Tajikistan on Education. 07/07/2013	Point 3. In educational institutions of general education, the language of instruction is determined by organizing the required number of students, classes, groups and creating conditions for their activities.
Article 7. Language of instruction. Point 4. Статья 7. Язык обучения. Пункт 4.	Law of the Republic of Tajikistan on Education. 07/07/2013	Point 4. Learning the state language in all educational institutions in accordance with the legislation of the Republic of Tajikistan and state educational standards is mandatory.

1.3 Provide an overview of education policy or guidelines impacting on inclusion of learners from

[9] http://www.mehnat.tj/pdf_doc/9ravnopraviya.pdf

vulnerable groups:

Name and link	Year and status (enacted, under preparation etc.)	Description of key content
Article 7. Language of instruction. Point 3.	Law of the Republic of Tajikistan on Education. 07/07/2013	This paragraph of the Law says that representatives of other nations cannot study in their own language, if they are small. The word "condition" indicates that if specialists are available. Teacher training for minority languages is difficult, because teacher training universities mainly provide instruction in the state language, and the need to organize studies in other languages is very low, there are no specialists, and attracting them from neighboring countries is unnecessary.
Article 7. Language of instruction. Point 4.	Law of the Republic of Tajikistan on Education. 07/07/2013	In this case, children of national minorities are forced to learn their native language, Russian (as the language of interethnic communication), the state language and another foreign language (English or German), while children in Tajik schools learn their native language, Russian and one foreign language

1.4 Please describe any specific plans and strategies designed to support inclusion in education (e.g. national strategy on migrant learners):

Name and link	Year and status (approved, under preparation etc.)	Description of the focus
Inclusive Education Strategy	Ministry of Education and Science of the Republic of Tajikistan	The strategy is under study and development. This issue is addressed by employees from the Ministry of Education and Science and the Academy of Pedagogical Sciences. This strategy focuses on a broad understanding of inclusive education, including the needs of children from different social

		groups, national minorities, children with disabilities, and children of migrants.
Education for all	UNICEF	Methodological manuals for future teachers are being developed. This manual is intended for teachers of pedagogical universities. Under this program and guidance, teachers will prepare students to plan inclusive lessons. The author of this report is involved in the development of this toolkit.

1.5 Is there a definition of inclusion in education?

☐ No ☐ No information available **X Yes**

If yes, please provide the definition and give the official source:

Separate articles of the Law on Education say that education is compulsory for children at the age of seven. There are three levels of secondary education in Tajikistan. Elementary and basic education is compulsory, meaning that children must be enrolled in grade 1 through 9th. Tertiary education - 10-11 grades are optional and affordable[10].

These issues are also mentioned in the Charter of the educational institution, but the problem is that students who complete basic level of education with a grade of "3" are not allowed to the third level (for information: use 1 to 5 in Tajikistan. will become. Secondary schools do not accept them in the 10th grade. This is not mentioned in the Law of Education and the Regulation on Secondary Education.

Another issue is that, especially in rural areas, some girls do not attend grades 10-11 and there is no provision for girls to continue their education in primary and secondary vocational education. This is evidenced by the fact that the number of girls is 10-5 to 3-5% lower, according to the Education Statistics Database.

If no, please give further information:

1.6 Is there a definition of vulnerable groups?

X No ☐ No information available ☐ Yes

If yes, please provide the definition and give the official source:

If no, please give further information:

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[10]Law of the Republic of Tajikistan on Education. Article 16, Article 22 -https://medt.tj/documents/main/normativno-pravovie-akti/zakonodatelnie-akti/ru/02520-ru.pdf; Charter of comprehensive schools - http://maorif.tj/storage/Dokument's/Miyona%20umumi/60ab17b6c3cfbba26527e59b88093b4e.pdf

The concept of 'vulnerable' in terms of inclusion in education is not used in education legislation of the Republic of Tajikistan. The term is used in documents dealing with child welfare.

1.7 Is there a definition of special educational needs?

☐ No ☐ No information available **X Yes**

If yes, please provide the definition and give the official source:

Article 22 of the Law on Education for Special Education addresses the issue of enrollment of students with disabilities. In these two major documents governing admission to education, the term 'inclusive' is understood as the meaning of children with disabilities.

If no, please give further information:

1.8 Please provide information on any future developments planned for inclusion in education.

The Ministry of Education and Science of the Republic of Tajikistan, the Academy of Pedagogical Sciences at this stage are developing a new strategy for the implementation of inclusive education, taking into account the expanded understanding of the term inclusive and vulnerability. This strategy will include the interests of not only children with disabilities, but also children of national minorities, children of migrants, children by gender (girls), children with other special features.

On the other hand, UNICEF Tajikistan, in the framework of its educational projects since 2021, plans to attract specialists to develop curricula providing for inclusive education, taking into account the above categories of children.

1.9 Please provide information on any reports, evaluations and/or reviews of legislation and/or policy relating to inclusion in education, since 2015. This could include official and parallel reports on UNCRPD etc.

- Regulations on the procedure for organizing inclusive education for children with disabilities in educational institutions of the Republic of Tajikistan

http://maorif.tj/storage/Dokument's/Miyona%20umumi/43f92be25dd9e02471496e9e9b1adc45.pdf

- The concept of inclusive education for children in the Republic of Tajikistan for 2011-2015

http://maorif.tj/storage/Dokument's/Miyona%20umumi/c29d39113c9d84b062041081033f0cff.pdf

- Persons with disabilities in Tajikistan: pushed to the margins December 2018. https://iphronline.org/wp-content/uploads/2018/12/Tj-disabilities-report-updated-compressed.pdf

- Recruitment of the laws, declarations and reports of the failure of the Republic of Tajikistan. Analytical report. UNICEF, Tajikistan, 2018 (publish)

- IV International Conference "Inclusive Education: Problems, Searching for Solutions" December 21-22, 2018, Dushanbe, Republic of Tajikistan http://www.aot.tj/public/userfiles.pdf

1.10 What are the perceived main challenges (barriers and hindrances) and opportunities (support and ways forward) for inclusion in education in relation to laws and policies in the country?

The main constraints to the implementation of inclusive education are closely related. These can be listed as follows:

- Preparing specialists for inclusive education;

Development of standards, curricula, textbooks with inclusive education;

- Establishment of the professional development courses for teachers to prepare teachers for inclusive education;

- Preparing a physical classroom environment for inclusive education;

Development of people's culture through mass media on inclusive education;

In addition, Tajikistan's mountainous terrain requires that a well-developed strategy be developed so that inclusive education can be effective.

The following opportunities are available now:

- Technical support from international and foreign organizations, educational projects;

- Existing pedagogical potential of the country.

Section 2: Governance and finance

How far are inclusive principles underpinning policies at national and local levels effectively supported by governance and financing mechanisms?

2.1 Is there formal collaboration across ministries on inclusion in education?

☐ No ☐ No information available **X Yes**

If yes, in which areas does this take place and who is involved?

Area	Yes/No	Description: what mechanism, who is involved and how
Policy development, implementation and coordination	yes	Collaboration goes between several authorized structures. All schools are funded by local budgets. Special schools with republican status are funded by the central government.
Identification of needs / referral for services	Yes	The order is given by the Ministry of Education and Science, the Ministry of Health and Social Protection, the Ministry of Internal Affairs (in the case of special schools for "difficult to learn" children). The quality of education is monitored by the Ministry of Education and Science
Data sharing	Yes	All government agencies have statistics departments and the process is monitored. Data on vulnerable categories are available from local governments, education departments, clinics through which the relevant ministries and the State Statistics Committee of the Republic of Tajikistan take this data. Monitoring and evaluation is carried out by the Ministry of Education and Science, the Government Department for Supervision of Education, the Office of Education and Science of the Office of the President of the Republic of Tajikistan.
Monitoring and evaluation	Yes	Monitoring and evaluation is carried out by the Ministry of Education and Science, the Government Department for Supervision of Education, the Office of Education and

		Science of the Office of the President of the Republic of Tajikistan.
Quality assurance and accountability	Yes	To ensure quality and accountability, the Ministry of Education and Science of the Republic of Tajikistan is responsible
(others …)		

If no, please give further information:

2.2 Are there shared responsibilities between central and local governments on inclusion in education?

☐ No ☐ No information available **X Yes**

If yes, in which areas does this take place and who is involved?

Area	Yes/No	Description: who is involved and how
Policy development, implementation and coordination	Yes	The Government of the country adopts the National Development Strategy, including education, the Ministry of Education and Science and its substructures are implementing this strategy.
Identification of needs / referral for services	Yes	The Department of Education and Science under the Government of the Republic of Tajikistan monitors, identifies the problem and needs, develops a strategy, the Ministry of Education and Science, in turn, develops its strategy, implementation plan and solutions, and reports to the Government on the results of implementation.
Data sharing	Yes	Vulnerable categories are determined by local government, they provide relevant documents, educational institutions will take these documents into account when enrolling children in school.
Monitoring and evaluation	Yes	Office for Supervision of Education under the Government of the Republic of Tajikistan
Quality assurance and accountability	Yes	Monitoring Department The Ministry of Education and Science attracts local and international experts and the results will be presented to the Government of the Republic of Tajikistan.
(others …)		

If no, please give further information:

2.3 Are non-governmental organisations and/or associations involved in governance processes?

☐ No **X No information available** ☐ Yes

If yes, please the describe their involvement:

If no, please give further information:

2.4 Are there any accountability mechanisms to promote the inclusion of learners from vulnerable groups?

☐ No ☐ No information available **X Yes**

If yes, what is the focus of the mechanisms?

Area	Yes/No	Description of the focus/actors involved (e.g. state/non state)
Appeal process for rights violations	Yes	Committee for the Protection of the Rights of the Child under the Government of the Republic of Tajikistan and the Department for the Protection of the Rights of the Child in local governments.
School inspection	No	
Other quality assurance processes (e.g. standards for teaching, support services etc)	Yes	Education Law of the Republic of Tajikistan https://medt.tj/documents/main/normativno-pravovie-akti/zakonodatelnie-akti/ru/02520-ru.pdf, Charter of comprehensive schools - http://maorif.tj/storage/Dokument's/Miyona.pdf
Monitoring and evaluation (e.g. data collection on attendance, participation, achievement, funding)	Yes	A class journal of attendance and student performance for each class, the results of which will be a transition from one level (class) to the next
(others …)		

If no, please give further information:

2.5 Please describe the general mechanisms for funding schools. Give details on: which institutions provide funding; what they provide; how they provide it and to whom, which mechanisms they use to allocate resources; and their respective roles and responsibilities.

Funding mechanisms	Description of who, what, to whom and how

Local government	Local government schools of various types are financed from the district budget, but the minimum amount of funding is determined by the central government.
Central funding	Inclusive educational institutions having a republican character are funded from the republican budget.
Non-state financing	Charitable foundations in the field of education, financing from certain individuals and legal entities registered in Tajikistan, foreign, international organizations registered in the Republic of Tajikistan and whose activities are not prohibited.

2.6 Do schools have flexibility to use funding allocations to support the inclusion of learners from vulnerable groups?

☐ No ☐ No information available **X Yes**

If yes, please describe the flexibility:

There are schools that have switched to per capita funding, they can use the amount in support of vulnerable groups, but mainly for children with disabilities and children from poor families, but local government specializes in vulnerable children.

If no, please give further information:

2.7 Please describe the specific mechanisms for funding the inclusion of vulnerable learners and their families in education (e.g. benefits, cash transfers, scholarships). Give details on: which institutions provide funding; what they provide; how they provide it and to whom, which mechanisms they use to allocate resources; and their respective roles and responsibilities.

Funding mechanisms	Description of the who, what, to whom and how
Local government	The allowance (pension) for children with disabilities, children from poor families is determined from the budget of local self-government, but the central authority determines the minimum amount. Practice shows that not a single local government allocates more than the amount indicated as mandatory and minimal by the central government.
Charity Funding	Certain organizations, entrepreneurs can engage in one-time financing, especially on holidays local entrepreneurs will support poor

	families, orphans, children from few property families, children with disabilities with money, food, and clothing.

2.8 Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 of funding and resourcing relating to inclusive education.

No information

2.9 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to governance and finance issues in the country?

The main problem in ensuring the quality of education is that the Ministry of Education and Science is responsible for the educational process and the quality of education, and it is financed by local government, which is not subordinate to the Ministry of Education and Science. It turns out that the school has two owners. Heads of schools and departments of education are appointed by local government, but only coordinated with the Ministry of Education and Science. Local government can control a school that it finances itself, but local governments do not control and do not interfere with the quality of education.

Section 3: Data

What data on inclusion in education is available to understand if progress is being made towards equitable learning opportunities for all learners?

3.1 Please indicate if the following frameworks are in place, provide a link and give a brief description of their aims and focus:

Framework	Yes / No	Description
For monitoring and evaluating the implementation of national-level inclusion in education policy	Yes	The Ministry of Education and Science of the Republic of Tajikistan has a department for monitoring the education sector.
For quality assurance across all levels of the system (national, regional, school)	No	A monitoring department in each structure working with categories of children exists, but they are mainly engaged in collecting quantitative information for reporting to higher structures.
Providing guidance on the use of a range of different data sources for evaluation and self-review at different levels (national, regional, school)	No	In this direction, mainly international organizations and NGOs work. They monitor and evaluate the situation and report to government departments.

3.2 What data is collected on learners from vulnerable groups, how and why?

Data on vulnerable groups is collected from various authorities and for different purposes:

- by local governments for social support;

- on the part of medical services in order to provide medical care;

- by law enforcement agencies for security purposes;

- by the Ministry of Education in order to plan the organization of the educational process.

3.3 Please provide the available data relating to all learners in the compulsory education system and where they are enrolled for their education.

All questions can be answered using the country's own data sources as far as possible. Alternatively, the data can be provided from publicly available international sources e.g. UIS:

http://data.uis.unesco.org/index.aspx?queryid=216 or UOE: https://ec.europa.eu/eurostat/statistics-explained/index.php/Main_Page

Please give a clear reference to the Source in the column provided.

In the Learners column, as far as possible:

- provide actual numbers as far as possible and not estimates.

- only use 0 when the data is zero.

- use M to indicate missing data.

- use NA to indicate the question is Not Applicable (i.e. the country does not have that type of provision).

All questions refer to ALL learners in the education system, not just those formally identified as belonging to a group that is vulnerable to exclusion.

Please provide notes to clarify any issues with the data and include a specific note on the calendar year and/or school year the data refers to.

Data on learner access to compulsory education	Learners	Notes	Source
(i) What is the *potential population* of learners for the compulsory education system in the country (i.e. how many children are in the country that should, by law, be in some form of compulsory education)?	Total: 1963192 Male: 1016613 Female: 946579		Statistical collection of education. Part 1.- 2019 - Pages 208-209
(ii) How many learners are enrolled in all forms of education (i.e. educational settings maintained by the ministry of education or by other authorities such as health, welfare or labour ministries)?	Total: 1970002 Male: 1021280 Female: 948722		Statistical collection of education. Part 1.- 2019 - Page 210

(iii) How many learners are out of any form of education (who by law should be in some form of education)?	Total: M Male: M Female: M		
(iv) How many learners are enrolled in mainstream schools (i.e. all learners, not just those with recognised needs or from vulnerable groups)?	Total: 1963192 Male: 1016613 Female: 946579		Statistical collection of education. Part 1.-2019 - Pages 208-209
(v) How many learners are enrolled in mainstream schools and spend the majority of their time (i.e. at least 80% or 4 days of the week) in inclusive groups/classes with their peers?	Total: 6139 Male: 3637 Female: 2502		Persons with disabilities in Tajikistan: pushed to the margins December 2018.-page 19
(vi) How many learners are enrolled in mainstream schools and spend the majority of their time (i.e. at least 80% or 4 days of the week) in separate, special groups/classes, away from their peers?	Total: 0 Male: 0 Female: 0		
(vii) How many learners are enrolled in totally separate, special units and/or schools, away from their peers?	Total: 7185 Male: 5042 Female: 2143		Statistical collection of education. Part 1.-2019 - Pages 208-209

3.4 Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 of data collection and monitoring for inclusion in education.

- Statistical collection of education. Part 1.-2019;

- Persons with disabilities in Tajikistan: pushed to the margins December 2018.

3.5 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to data collection issues in the country?

- In order to involve children with disabilities in the learning process on an equal basis;

- Lack of favorable conditions for children with disabilities in preschool and educational institutions;

- insufficient number of special educational institutions and the lack of specific statistics on the number and types of diseases associated with disabilities;

- incomplete coverage of children with disabilities in special educational institutions, depending on physical disabilities;

- for various social and economic reasons, children with physical disabilities are not covered by training and education in existing educational institutions (boarding schools);

- insufficient number of special educational institutions for children with disabilities in the centers of districts and remote villages;

- unwillingness of parents to educate their children in special educational institutions due to remoteness from their place of residence, inaccessibility of transport, unwillingness to raise children in a boarding school.

Prospects

- access to education;

- the responsibility of the state and civil society for ensuring access to education;

- taking into account the individual characteristics and needs of the individual in organizing the educational process;

- ensuring equal rights and equal opportunities for access to education;

-creation of appropriate conditions for inclusive education;

- ensuring the priority of the individual needs of the child's personality in obtaining appropriate (special) education;

- taking into account the abilities of the child in organizing the learning process.

Section 4: Curricula, learning materials and assessments

To what extent are curricula, learning materials and different assessment processes and procedures adapted to the principles of inclusive education?

4.1 Curriculum

a. Does the curriculum content include and represent all learners?

X No ☐ No information available ☐ Partially☐ Yes

If yes or partially, please provide a description and available links, including to underpinning values and principles.

If no, please give further information:

Curricula and educational standards are aimed at the average student, because they are developed by the Ministry of Education and Science based on the general standard of secondary education, which requires the achievement of certain levels of mastering the school subject. Standards and programs indicate what achievements students should have at a certain level. Also, the standard indicates methods and ways of working with students whose abilities are higher for their other peers, and methods of working with students with low achievements are not indicated. Because in the conditions of Tajikistan there are students from national minorities who are studying in a different language, that is, in the state language, which may have language barriers for the full development of the curriculum, and the level of ability of all students is not the same. Practicing teachers use only these programs, they do not have the right to change the program at their discretion, in the conditions of secondary schools, but they can create individual plans only for students with disabilities who cannot attend general schools and are assigned to study at home.

b. Does the process of curriculum development involve the participation and contribution of different stakeholders?

 X No ☐ No information available ☐ Yes

If yes, please provide information on stakeholder involvement.

If no, please give further information:

There is a Republican Methodological Center at the Ministry of Education mandated to develop curricula and standards. However, this Center is not capable to do this independently for all subjects. That's why the MoE involves faculty of Pedagogical Universities, as well as staff of the Institute of Education Development at the Academy of Sciences and other scientists who mostly unfortunately, do not have direct partnership

with schools. Developed curricula are reviewed by specialists who also work for Pedagogical Universities. General schools and public at large is not invited to participate in this process[11].

c. Is there guidance/procedures for schools to ensure that the curriculum content takes account of all learners (e.g. using flexibility to address differences due to gender, culture, religions, the ethnicities/nations living in the country, their history and culture, differences related to disability and socio-economic background, LGBT community).

X No ☐ No information available ☐ Yes

If yes, please give a description and examples of this flexibility.

If no, please give further information:

At first glance, it is as if the programs emphasize the peculiarity of various ethnic and social groups, but in essence the main attention is paid to mastering the content of the taught subject.

For example, in the charter of a secondary school, as well as in the standard of secondary general education, the issue of coverage of all vulnerable groups is not clearly emphasized. Pay attention to the Standard of General Education in the Republic of Tajikistan:

Principles of Standard Development

The following principles have been taken into account when developing the State Education Standard:

compliance with the requirements of the Standard for the development of intellectual, physical and skills of students;

compliance with the requirements of the Standard for the development of society and the educational needs of the individual;

compliance of the Standard with the provisions and requirements of other regulatory legal acts;

the purposefulness of the Standard and its effectiveness;

conformity of the content of educational materials to the socio-economic, scientific and technical progress and the requirements of personal development;

compliance of the Standard with international educational standards;

formation of humanitarian principles in the society;

uniformity and universality of the Standard for all types of educational institutions, regardless of the form and type of ownership;

taking into account national traditions and universal values;

the specificity of the scope of application of the Standard.[12].

And also in the Charter of the secondary school, the following principles are noted:

[11] http://www.adlia.tj/show_doc.fwx?Rgn=122232; http://maorif.tj/storage/Dokument's/e8e4dc37a9b70aba1650e446fa53fa83.pdf
[12] http://base.spinform.ru/show_doc.fwx?rgn=81093

The activity of a general education institution shall be based on the following principles:

- equality of citizens in receiving quality education;

- the rule of law, respect for human and civil rights and freedoms;

- Priority of education at all levels of government;

- compulsory general basic education; - access to general secondary education and continuation of education at further levels of education on a competitive basis;

- the priority of national and universal values, the humane nature of the content of education, the free development of the individual;

- love for the Motherland, family and environment;

- scientific, secular and humanitarian aspects of education in educational institutions;

- unity of educational and cultural space, development of culture and protection of national traditions;

- humanistic, democratic, state and public aspects of education management and transparency in its activities;

- independence of educational institutions;

- continuous educational process; - compliance of the education system with the requirements and tasks of social and economic development of the Republic of Tajikistan; - development of education taking into account international quality standards and international education standards;

- Stimulation of enlightenment of the person and development of his talent;

- the continuity of the educational process, which ensures the connection of the levels of education and the unity of education;

- integration of education, science and industry[13].

d. If individual education plans (IEPs) are used, please describe the procedure for developing (who is involved and how), what they focus on (specific curriculum areas; cross curricular competences; support strategies etc.) and how IEPs are implemented, used across the school?

When individually teaching vulnerable students, the teacher independently develops his program based on the needs of the vulnerable student, while not having special knowledge and skills to work with children with disabilities, because there are no specialists in this area. The procedure for organizing home-based education is given in the Charter on Home-Based Education [14]

e. Are there different curricula or programmes for specific groups of learners at risk of exclusion (e.g. ethnic minorities or minority language groups)

X No ☐ No information available ☐ Yes

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[13] http://dushanbemaorif.tj/?p=540

[14] http://maorif.tj/storage/Dokument's/Miyona%20umumi/ff5b45b99c6c772c04263e298b5 dfc6d.pdf

If yes, please give a description of the main characteristics/organisation.

If no, please give further information:

One single program for all is drawn up according to a common standard, only they can differ in the number of hours taught, for example, schools with a humanities study literature 3 hours a week, and schools with a mathematical education teach literature 2 hours a week, the principle is the same, but the textbook is one[15].

4.2 Learning materials

a. Is there autonomy for schools and teachers to select learning material/textbooks etc?

X No ☐ No information available ☐ Yes

If yes, please give a description.

If no, please give further information:

All schools work according to a single program and according to a single textbook; there are no alternative textbooks and programs[16].

b. Are there policies to ensure the availability of textbooks/materials that promote the inclusion of learners from different vulnerable groups? (e.g. resources relevant to different ethnic groups etc.)

X No ☐ No information available ☐ Yes

If yes, please give a description.

If no, please give further information:

Textbooks for ethnic groups are not published in Tajikistan; they use old textbooks. Ethnic minority schools are provided only with state language textbooks. But at this stage, the Ministry of Education and Science is trying to translate all textbooks in the languages of ethnic minorities, which are planned to be published in Russian, Uzbek and Turkmen later[17].

c. Is there guidance/procedures to help schools to make learning materials accessible for all learners? (e.g. Braille/large print for learners with visual impairment, materials in other languages).

X No ☐ No information available ☐ Yes

If yes, please give a description.

If no, please give further information:

All schools use the same textbooks for everyone. such an opportunity is not provided to schools. schools take the same books for the total number of students[18].

d. Is ICT used to improve access to materials for vulnerable groups?

☐ No ☐ No information available **X Yes**

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[15] http://maorif.tj/storage/Dokument's/Miyona%20umumi/60ab17b6c3cfbba26527e59b 88093b4e.pdf
[16] https://www.maorif.tj/asosi/kitoboi-dars
[17] At the Center for the development and publication of textbooks, the Ministry of Education and Science of the Republic of Tajikistan told us an employee of the center, Boboeva Makhina, that work on the translation of textbooks in Russian, Uzbek, Kyrgyz and Turkmen is ongoing
[18] https://www.maorif.tj/asosi/kitoboi-dars

If yes, please give a description.

Textbooks can be downloaded from the website of the Ministry of Education and Science of the Republic of Tajikistan[19]

If no, please give further information:

e. Are there specific financial and practical resources available for textbooks/materials/ICT for different vulnerable groups?

☐ No ☐ No information available **X Yes**

If yes, please give a description:

A strategy was adopted to computerize secondary schools throughout the republic. Each year a certain amount is allocated from the central budget, all schools are equipped with ICT, textbooks are published as if on credit, students pay for textbooks. Each textbook has 5 years of use and each student partially pays this amount.

Children from poor families will not pay for textbooks, children with disabilities are also exempt from paying for textbooks. To do this, they must provide a certificate from local municipalities on the inclusion of their families in the category of low-income families. A list of low-income families exists in each municipality, but it is not in the public domain. Unfortunately, I could not find direct sources on this issue.

If no, please give further information:

4.3 Assessment

a. Is there a national/local assessment framework that includes all learners?

☐ No ☐ No information available **X Yes**

If yes, please give a description:

All schools use a 5-point grading system, but at the moment, the Ministry of Education is studying other grading systems, such as a 12-point and 100-point grading systems, and with the participation of foreign experts, a strategy is being developed to introduce formative assessment[20].

If no, please give further information:

b. Is there guidance for teachers on how to use curriculum-based assessment to identify all learning needs in the classroom?

☐ No ☐ No information available **X Yes**

If yes, please give a description:

Recommendations are given in the subject standards of each subject. for example, you can see the standard in mathematics

[19] https://www.maorif.tj/asosi/kitoboi-dars
[20] http://www.prmatt.tj/index.php/2017-02-14-22-04-08

yes, see the link[21]

If no, please give further information:

c. Is there guidance/procedures on providing access to tests/examinations when learners need additional support/reasonable adjustments? (e.g. adapted materials, extra time etc.)

☐ No ☐ No information available **X Yes**

If yes, please give a description:

Subject teachers before the exam provide questions, tests on which students will pass exams. The Republican Methodological Center on its website will place exam questions for students and teachers, and the National Test Center on its website will open up access to use tests in all subjects of the secondary school with the correct answers[22].

If no, please give further information:

d. Are there specific arrangements and/or formal procedures to support the assessment of the specific needs of learners who need additional support in their learning? (e.g. those with disabilities)

☐ No ☐ No information available **X Yes**

If yes, please give a description, including clear information on the focus of needs identification procedures and who is involved in the procedures (learners, parents, professionals):

There is a mechanism for determining the needs of children with special needs. There is a medical-psychological-pedagogical commission, it is formed at medical clinics with participation. medical professionals, psychologists and teachers[23].

If no, please give further information:

e. Is ICT used in the assessment of vulnerable groups?

☐ No **X No information available** ☐ Yes

If yes, please give a description.

If no, please give further information:

4.4 Please provide information (main conclusions, reference and a link if available) on any recent reports, studies, evaluations and/or reviews, since 2015 relating to issues around curricula, learning materials and assessment processes.

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[21] http://www.prmatt.tj/images/text_emage/StandartVaBarnomaho/2017/09/20.09/01.pdf PP.81-83.
[22] https://zarowadk.ru/referat-test-va-inshoho/mavodhoi-sanjishi-baroi-sinfhoi-9-11.html; http://ntc.tj/tj/ba-dovtalab/namunai-test/789-namunai-savolu-masalahoi-test2020.html
[23] http://maorif.tj/storage/Dokument's/Miyona%20umumi/43f92be25dd9e02471496e_9e9b1adc45.pdf

There is no official data on this issue, but in 2017, the Ministry of Education and Science of the Republic instructed specialists to evaluate the quality of the state language textbooks, according to the results it was entrusted to write a new program and textbooks of the state language for national minorities. The author of this report is the author of a new program on the state language for students in grades 2-11 and a textbook of the state language for grade 2 of Uzbek, Russian, Turkmen and Kyrgyz schools in Tajikistan. Other reports on this subject can be viewed by reference[24].

4.5.Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to curricula, learning materials and assessment processes in the country?

Currently, the Ministry of Education and Science of the Republic of Tajikistan, with the help of international specialists and projects, is developing new standards, programs and textbooks based on a competency-based approach, which is aimed at taking into account the needs of each student and the use of formative assessment in the classroom. The goal is that, but the results can be judged in a few years, when all programs are developed, all teachers are prepared. Because so far monitoring has not been carried out after the introduction of new standards, programs and textbooks, as well as conducted continuing education courses:

1. Develop a productive strategy for introducing a competency-based approach in education;

2. Stimulate teachers for self-development;

3. Create a condition for teachers, not involve them in non-school activities;

4. To make changes in the curricula of pedagogical universities taking into account inclusive education, to pay special attention to the preparation of teachers for inclusive education;

5. When developing curricula for textbooks, attract school teachers;

6. Create a condition for the creation of alternative textbooks;

[24] http://maorif.tj/ahborot/barrasii-taminoti-muassisaoi-talim-bo-kitoboi-dars-dar-alasai-nazdi-vazir

Section 5: Teachers and support personnel

How are staff in schools prepared to accommodate students of all abilities and backgrounds, in terms of their initial training, continuing professional development and their attitudes to inclusion?

5.1 Please list type of staff, their numbers and required level of education for the position in different type of educational institutions

Type of staff	Number	Required education	Comment
Mainstream schools			
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)	122861	Higher and secondary special	here is no data on the specialty, but psychologists, speech therapists, and sound pedagogues do not work in general schools This table shows the total number of teachers. In secondary schools of Tajikistan, specialists in the form of a speech therapist and psychologist do not work. in general schools only subject teachers work. In special schools of the republic intended for children with limited abilities, sound pedagogues, speech therapists, psychologists work, but official statistics do not contain data on their number.

Teacher Assistants (specify role and add rows as required)	395	Higher and secondary special	In schools, teachers have no assistants, each is responsible for his own subject and his class.
Others (please specify and add rows as required)			
Special schools			
Teachers			
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)	No data		
Teacher Assistants (specify role and add rows as required)	No data		
Others (please specify and add rows as required)			
Other institutions offering education if they exist (i.e. children's homes, young offenders institutions etc).			
Teachers	No data		
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)	No data		
Teacher Assistants (specify role and add rows as required)	No data		
Others (please specify and add rows as required)			

5.2 Please indicate if education/training on inclusion in education is available for the following groups of professionals.

Type of staff	Yes	No	No inform-ation	If yes please state if pre- or in-service, mandatory or optional, who provides education/training and summary of content

Head teachers/School directors	Yes			In order to become a director, they do not undergo special training, but after the appointment they undergo continuing education courses
Teachers	Yes			*NB: For pre-service education, please cross reference your answer to question 5.4 as necessary*
Teacher Assistants		No		
Professional Staff	Yes			It is not necessary that he had a special education
Inspectors	Yes			Do not undergo special training, they are appointed from among experienced teachers
Teacher Trainers				They undergo various training, with extensive experience before the appointment.
Others (please list add rows as required)				

a. If you answered no to any of the above, please provide further information:

This position does not exist in the education system of Tajikistan

5.3 Is education and training of teachers aligned with national policy goals on inclusive education?

☐ No ☐ No information available **X Yes**

If yes, please give a description:

Higher education institutions train specialists to work with children with disabilities, and psychologists are trained for other categories, but the position of a psychologist does not exist in schools.

In Tajikistan, both educational institutions and other institutions do not have a specialist as a psychologist or sociologist, there is no such position, although higher educational institutions train psychologists. But under municipalities and municipalities there is a committee on the rights of the child.

If no, please give further information:

5.4 With respect to the main initial teacher education programmes, describe how inclusion in education is addressed in it (i.e. requirement for number of academic credits under European Credit Transfer and Accumulation System (ECTS), subjects and topics covered, focus etc).

In teacher training programs, there is no special training for inclusive education. Only in higher educational institutions do they train specialists for working with children with disabilities. In pedagogical universities, students are trained in the specialty of a sign language teacher, speech therapist, and psychologist, but they work only in special schools designed for children with disabilities.

5.5 Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 relating to initial teacher education and/or professional development issues.

No data are available, but according to the requirements of the education system, teachers pass refresher courses every 5 years. In the framework of the two international GPO-3 projects, in 2015 and 2016, all primary school teachers took advanced training courses on the introduction of a competency-based approach, the total number of which is more than 30,000; in 2016, all teachers of the Tajik language and literature passed training courses under this project (GPO-4) and mathematicians, in 2017 and 2018, within the framework of the QESP project, advanced training courses for teachers of natural sciences and foreign languages, the total number of which amounted to more than 40,000. For these courses, trainers were prepared within the framework of the projects mentioned, and the courses themselves were financed from the budget of Tajikistan[25]

5.6 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to teachers and support personnel in the country?

There are three main problems in this direction:

- the first, low quality of training of specialists in pedagogical universities and the low professional level of pedagogical and support staff in schools.

- second. Due to the low salaries of educators, good teachers do not work in schools. Many good teachers leave the field of education and even the country;

- third, a big load on the teacher. Due to the fact that teacher salaries are low, many teachers work at one and a half rates, even at two rates. They have no free time for self-development. The system of advanced training only every five years once attracts to the advanced training course.

In pedagogical universities there are separate departments for the training of specialists with children with disabilities, but the rest of the students of pedagogical universities do not prepare for inclusive education.

in pedagogical universities, the emphasis is on training specialists in teaching the subject, in order to prepare students for inclusive education, it is necessary to change the content of curricula in pedagogical universities. this requires a system change. on the other hand, the pedagogical staff of pedagogical universities are not ready for such changes. it is necessary to carry out with the help of foreign specialists to prepare the teaching staff for inclusive education.

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[25] http://edqualt.tj/%d1%81%d0%b5%d0%bc%d0%b8%d0%bd%d0%b0%d1%80%d0%b8-5-%d1%80%d3%af%d0%b7%d0%b0-%d0%b1%d0%b0%d1%80%d0%be%d0%b8-%d0%be%d0%bc%d3%af%d0%b7%d0%b3%d0%be%d1%80%d0%be%d0%bd%d0%b8-%d1%84%d0%b0%d0%bd%d2%b3%d0%be/; http://maorif-sugd.tj/tag/takmili-ihtisos/ ;

Section 6: Schools

How does the work of schools, school management and leadership impact on access, participation and provision of equitable opportunities for all learners?

6.1 Who is excluded from attending any form of school?

Please give reasons for this group being excluded from attending school and describe any form of alternative provision made for them?

Which children cannot attend general school:

Down children, children with cerebral palsy, blind children, deaf or with low level of vision and hearing, dumb people cannot attend general schools;

Children not registered at the place of residence;

Roma children (there is no restriction for Roma children under the laws of Tajikistan, but because of national traditions and stereotypes they themselves do not want to study in general schools);

6.2 Are there issues around the over- and under-representation of different vulnerable groups in different school settings?

☐ No ☐ No information available **X Yes**

If yes, please give a description and provide any data/evidence that is available

If children of national minorities do not constitute a sufficient number, then education in their language is not organized in their area. They will have to attend in the language prescribed in the school where they live

If no, please give further information:

6.3 Please give details on the main admissions criteria for schools.

a. Highlight any issues with the national polices.

There are several rules for gaining access to the school. Firstly, children under 7 years old are not allowed in the first grade, and secondly, enrollment in secondary schools begins on August 1 of each year. Parents need to provide several documents to the school: a photograph, a child's birth certificate, a certificate of the child's health, a certificate of the child's place of residence, copies of the passports of the parents, a certificate of the place of work of the parents, if they work, if they do not work, a certificate from the local government about that they do not work.

If the child is not registered in the area where he lives, he cannot attend school in the area. If a child wants to study in a school in another language and does not live in the area where this school is located, he cannot attend this school. For example, if your child wants to study in a Russian school, and the Russian school is in a different area,

then he cannot attend this school. He must attend the school in your area, that is, in the area where you are registered.

Who else cannot go to comprehensive schools from vulnerable groups: children, according to the conclusion of the medical commission about incapacity, mental and physical retardation, do not attend comprehensive schools. The medical commission gives directions and recommendations to the parents of such children which special school is suitable for their child. But special schools designed for different groups of children with disabilities exist only in certain cities, that is, they can be located far from the child's place of residence[26].

In Tajikistan, gypsies live in separate areas as an ethnic minority. They, too, of their own free will do not attend general schools, but in the territory where they live there are general education schools where Roma children study.

b. Where schools set their own admissions criteria, please outline any impact on inclusion.

Schools do not accept children who are not registered at the place of residence,

Schools do not accept children for classroom restrictions,

If parents contact later than August 31, schools may not accept or make different claims.

6.4 Please provide information on the different forms of support that are available to learners in schools.

a. Inclusive pedagogy, personalised learning and universal design approaches

X No ☐ No information available ☐ Yes

If yes, please give a description.

If no, please give further information:

In secondary schools of Tajikistan, inclusive pedagogy and personalized instruction are not practiced. An inclusive approach is still under development by the Ministry of Education and Science of the Republic.

b. counselling and mentoring possibilities

X No ☐ No information available ☐ Yes

If yes, please give a description.

If no, please give further information:

In secondary schools of Tajikistan, specialist consultation and mentoring are not practiced. Children undergo a medical examination if doctors identify any abnormalities, refer the children to a medical commission, which gives its opinion on the child's health status and recommends a suitable special school.

c. input from specialist teachers/therapists

☐ No **X No information available** ☐ Yes

If yes, please give a description.

If no, please give further information:

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[26] Статистический сборник сферы образования республики Таджикистан.-2019.-С.208-209

d. input from learning support assistants

X No ☐ No information available ☐ Yes

If yes, please give a description.

If no, please give further information:

The use of support services for education is not practiced.

e. availability of ICT / assistive technology

☐ No ☐ No information available **X Yes**

If yes, please give a description.

The Government of the Republic of Tajikistan adopted the "Program for providing all schools of the country with information and communication technologies." As a result, all schools in the country are equipped with classes with a computer, electronic board and video projector. Data on equipped schools are given in "Statistics of the sphere of education. 2019 year "(p. 376-377).

If no, please give further information:

f. Please describe any other forms of support available.

The problem with established ICTs is that they are not effectively used by teachers, especially in rural areas.

6.5 Please give a description of the strategies in place for practically supporting mainstream school staff teams to increase their capacity to be inclusive and to improve access, participation and achievement for all learners.

Strategy	Description of the focus
Teacher Training Courses	Each teacher must undergo official continuing education courses within 5 years, according to the results of which they receive certificates. The required volume of these courses is 72 hours. While these courses are not aimed at inclusive education
Short courses organized by various international organizations	They are organized as part of various projects and cannot reach all teachers; moreover, monitoring is not always carried out according to the results of these courses.
Conducting scientific conferences	The Ministry of Education and Science held conferences on inclusive education at certain times, based on the results,

	materials were published that analyze situations and indicate prospects, but nothing has been done specifically in this area.

6.6 Please provide information regarding school buildings and infrastructure.

a. Are there schools that face infrastructure issues that are barriers to inclusion?

☐ No ☐ No information available **X Yes**

If yes, please give a description and provide information on what barriers, how they are monitored and any data/evidence that is available.

There are always problems, especially in mountainous areas, but in the statistical data of the sphere there is information only about equipment, and the statistics do not provide information on what problems are available. For example, the problems of healthy eating, access to fresh water, toilets in rural schools remain the main problem.

If no, please give further information:

b. Are there strategies and/or initiatives to improve school buildings and infrastructure?

☐ No ☐ No information available **X Yes**

If yes, please describe the strategies, their aim and focus.

Strategy	**Description of the focus**
Programs in the Red Cross, Red Cross, UNICEF, USAID, QESP aimed at improving infrastructure and training in rural areas.	Organize internationally friendly pools, combine high-quality tables, provide edging for laboratories, subscribe to advanced literary labels and raise funds.
Government of the Republic, local government	In the country there are 3869 educational institutions for secondary education, every year new schools are built from the republican budget and the efforts of entrepreneurs, 6-8 schools every year. Some dignitaries build schools in rural areas from their account.
Population	In some rural areas, people build classes and repair schools with their own strength.

If no, please give further information:

6.7 Please provide information (main conclusions, reference and a link if available) from any recent reports, systematic evaluations and/or reviews, since 2015 of the school system, potentially drawing on information from school inspections and / or school self-review work.

6.8 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to schools in the country?

The main problem and barriers are associated with two politicians in relation to the education system, including schools, the first is that school leaders are not elected, but appointed by local governments. It happens that the head of the school does not know the features of school pedagogy and management. A school principal is appointed by a person who has not taken advanced training courses in school management.

Local self-government needs a school leader who faithfully fulfills their instructions, for example, to attract students to various extracurricular activities. Therefore, school leaders pay more attention to the preparation of schools, teachers and students, not to the learning process itself, but rather to the process of preparing for various activities planned by local governments.

The second problem is that for everyone there is a single curriculum drawn up by the Ministry of Education and Science and all schools will use this document. School teachers must prepare students for the requirements of the general standard (program), this approach leads to the fact that teachers try to fulfill the standard requirement, aimed at knowledge, the theory of school subjects.

It's necessary to change the approach to creating educational standards, to allow alternative curricula and textbooks,

Change the system of teacher development, allow alternative centers for teacher development, allow the creation of innovative centers of excellence, offering timely assistance to teachers in working with various groups of students.

Section 7: Communities, parents and students

How far does the wider school community support learners to access and benefit from education opportunities?

7.1 Have there been any campaigns to raise awareness of inclusion in education at national or local level?

☐ No ☐ No information available **X Yes**

If yes, please give a description.

For many years, scientific conferences on inclusive education have been held, problems, situations, prospects are considered, but they are very ineffective and usually take place only in the scientific community, teachers and the community remain largely uninformed, on the other hand, these events are still aimed only at children with disabilities , lately, on television channels there have appeared advertisements for inclusive videos using children with disabilities as examples. For the remaining elements of inclusive education, no activities have been carried out.

If no, please give further information:

7.2 Does legislation/policy support parental involvement in schools?

☐ No ☐ No information available **X Yes**

If yes, please give a description.

In 2012, the Government of the country adopted the Law on Parental Responsibility for Raising their Children[27]. This law requires parents to be responsible for the education and upbringing of their children. There is also a committee of parents in every school that is actively involved in school life, but only in educational issues, they can not affect the content of school education. Except in some cases in which the language of instruction was changed at the request and request of the parents. Some Uzbek-speaking schools, at the request of their parents, changed the language of instruction into Tajik.

If no, please give further information:

7.3 Does legislation/policy support collaboration between schools and stakeholders in their local communities (e.g. services/employers)?

X No ☐ No information available ☐ Yes

If yes, please give a description.

If no, please give further information:

The school does not communicate with employers, manufacturing enterprises, only medical institutions, law enforcement agencies and local government maintain contact with the school.

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[27] http://www.adlia.tj/show_doc.fwx?rgn=114979&conttype=2

7.4 Does legislation/policy support the development of learning communities in local/regional areas e.g. support for schools to work together; involvement with universities, support services to provide research evidence and development of innovative practice?

☐ No ☐ No information available **X Yes**

If yes, please give a description.

Pedagogical universities keep in touch with the school in order to carry out pedagogical practices of their students, research institutes of the Ministry of Education and Science keep in touch with the school in order to conduct research, approbation of innovative methods in teaching, as well as international organizations working in the field of education together with the Ministry of Education and Science can test innovative methods in pilot schools.

If no, please give further information:

7.5 Does legislation/policy set out a role for NGOs, DPOs, or other organisations representing vulnerable groups?

☐ No ☐ No information available **X Yes**

If yes, please describe the role. Specify which non-governmental actors are particularly active in inclusion in education and how they operate.

Yes, NGOs working in the field of education are supported by law and politics, but their activities are strictly controlled by the country's Ministry of Education and Science. No NGO can act without the agreement of the Ministry of Education and Science. On the part of the Ministry of Education and Science, a specialist is appointed to monitor the activities of NGOs, NGOs working with children with disabilities coordinate their activities with the Ministry of Health and Social Protection, There is no NGO working in children with disabilities in the field of education in the country. There are NGOs working with children with disabilities, but they work more in the field of socialization of children.

If no, please give further information:

7.6 Please provide information (main conclusions, reference and a link if available) from any recent reports, systematic evaluations and/or reviews, since 2015 of parental and wider community involvement in the work of schools.

There are no such reports, because the public can not particularly influence the work of schools and affect the education policy at school.

7.7 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to communities, parents and students in the country?

The following problems exist for introducing inclusive education:

- lack of orientation of educational standards, programs and textbooks towards inclusive education;

- not the preparedness and preparedness of teachers for inclusive education;

- programs of teacher training universities do not provide for inclusive education;

- An important factor in the implementation of inclusive education can also be stereotypes in society, including nationality, localism, and social status.

Prospects for the implementation of inclusive education in the country:

- a working group has been formed at the Ministry of Education and Science of the Republic of Tajikistan to develop a strategy for the implementation of inclusive education;

- In the framework of the National Strategy for the Development of the Sphere of Education until 2020, inclusive education is included;

- the step-by-step introduction of a competency-based approach to teaching leads to the fact that the problem of inclusive education is being addressed to some extent, since the developed documents in cooperation with international projects for secondary school teachers, as well as the approved document entitled "Teacher Competency Framework" [28] provide for an inclusive approach to teaching ;

- international organizations, including UNICEF plans to introduce inclusive engagement through the development of curricula and methodological developments for pedagogical universities of the country.