

Issues of Education Reform in Tajikistan: Reflections on Challenges and Solutions

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Context of Education Reform in Tajikistan

- Soviet extensive infrastructure and egalitarian focus
- Building a nation-state and joining a global neo-liberal economy
- Higher population growth rate (2 per cent)
- Larger Family size (7.1)
- 45 % Cents of its population and under 17 years old
- Unique model of peace making
- Civil war
- Only 7 per cent of Tajikistan's land is arable
- Debt US\$2 billion in 2012
- Per capita around 1 100 USD
- 3747 schools
- 30 HEI
- 1.8 million
- 94,253 teachers 95 K teachers

Issues, Challenges and Solutions

- Tajikistan's educationalists listed 102 major problems
- Some **Key Issues:**
 - **(1) Quality**
 - **(2) Equity**
 - **(3) Access**
 - **(4) Capacity**
 - **(5) Resources and Infrastructure**

Quality: Curriculum and Teacher

– 1-Curriculum and Textbook

- The majority of schools textbooks does not meet national standards, contradict curriculum guidelines, and employ hard to comprehend language. Their conceptual explanations are beyond school student capacities, fail to engage students in the text and do not reflect the students and the country's realities

– Almost a complete circle in its content

- Promote patriotic and nationalist values aligned with the universal humanistic
- Irrelevant

• 2. Teacher

- Shortage: 9000 teachers shortage
- quality
- salary and status
- content
- pedagogy
- Poor pre-service and In-service

Access:

- Decline in enrollment
 - Girls
 - Rural and Remote
 - Minorities
 - Boys after grade 9
 - After grade 9

Equity and Equality

- Stratification/ Diversification of Schools
- Corruption
- Privatization
- Competition
- Rural and remote
- Minorities, Disability
- No job after graduation

Capacity

- Lack of High Quality HR in
 - Curriculum understanding and development
 - Decision making and problem solving
 - Training for Active Learning
 - Assessment & Evaluation
 - Education Research & Planning , Policy making

Structures, Infrastructure and Resources

- Finance
- Structures and Infrastructure
- Poor learning conditions

Conclusions and Implications

- Not only have these solutions stumbled to improve the quality of education, but have also created more inequalities and hopelessness, devaluing school education itself
- Solutions have created a superficial narrative/image of success, which are oriented towards the external stakeholders/donors and international community as opposed to addressing genuine local education- societal challenges;
- We propose gearing school reforms to:
 - local capacity (potensial) development for research, policy making (normative makers) , implementation,
 - for critical analysis of the global political economy of educational reform practices that go beyond local-global binaries
 - Comparison and synthesis of ideas from soviet, national and Western
 - Critical and Self – critical view top reform needs to be taken
 - Move Teacher development and education reforms into schools and classrooms
 - Teachers need to be involved in education reform, curriculum development

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