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Education Rapid Needs Assessment (ERNA) Summary Report

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In partnership with:



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ABBREVIATIONS

ADB	Asian Development Bank
DED	District education department (районный отдел образования)
DRS	Districts of republican subordination
ERNA	Education Rapid Needs Assessment
EMIS	Education Management Information System
EU	European Union
GBAO	Gorno-Badakhshan autonomous oblast
GDP	Gross domestic product
ICT	Information and communication technology
IMF	International Monetary Fund
MoES	Ministry of Education and Science
MoHSPP	Ministry of Health and Social Protection of the Population
RCF	Rapid Credit Facility
RCI	Residential care institution
RED	Regional education department (областное управление образования)
TV	Television
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WASH	Water, sanitation, and hygiene
WFP	World Food Programme

1. BACKGROUND

1.1. Context and objectives

The development of the National Education Response Plan (NERP) has enabled the Government of the Republic of Tajikistan and development partners - i.e. members of the Development Coordination Council (DCC) education working group - to respond effectively to the impact of COVID-19 outbreak and side effects to education sector in Tajikistan.

The threat posed by the COVID-19 pandemic and economic decline is likely to have a long-lasting impact on education and psychological wellbeing of children in Tajikistan. Within this context, there is an urgent need for a Education Rapid Needs Assessment (ERNA) to provide a snapshot of education-related needs in relation to access to learning opportunities, nutrition, water, sanitation and hygiene (WASH), disability, as well as impact on education budget and possible disruption in the 2020-21 academic year. ERNA will generate much needed evidence base - through the survey and preliminary fiscal overview - for interventions to mitigate the impact of the pandemic on children in general secondary education.

Therefore, ERNA pursues a dual objective of establishing a baseline regarding impact of the emergency (in the short term) and also serve as a starting point on guiding and measuring effective interventions from the Government of the Republic of Tajikistan and development partners (in the longer term) for the education sector.

The main research questions include, but not limited to the following:

- How has school closure affected general secondary educational institutions?
- What mitigation measures are in place to ensure continued learning for children?
- How prepared (or ready) are schools and education departments for distance learning?
- What is the current (i.e. baseline) financial situation in schools and overall fiscal space?
- How have schools been affected financially from school closure and the COVID-19 outbreak?
- What safeguarding measures are schools undertaking to counter the risk of COVID-19?

The generated evidence and applied interventions will set the base for better coordination and needs-based (or evidence-based) approach in the provision of developmental support, and will also tailor the emergency coordination processes to keep focus on the critical vulnerability dimensions of access to education and learning for children in general secondary education in the Republic of Tajikistan, thus directly improving the quality of education.

1.2. Survey methodology

The survey methodology was developed in close coordination with the Ministry of Education and Science of the Republic of Tajikistan and Development Coordination Council (DCC) education working group, and is represented by two instruments targeted at education departments at sub-national level and general secondary educational institutions. Both instruments were intended to collect qualitative data from primary sources, using the national purposive sample and allowing for analysis of perception-based data collected from respondents. The use of properly designed survey instruments and a uniform sampling methodology, described in detail below, provided a solid foundation for recommendations that stem from the detailed analysis of survey results.

1.2.1. Sampling design

The ERNA survey was based on purposive sampling of three target groups. The target groups identified for the survey are: (i) district education departments (DEDs) and regional education departments (REDs), (ii) schools, and (iii) residential care institutions (RCIs). Each group is broken down by regions. While all DEDs and REDs are selected for the survey, the proportion of schools and RCIs in each region has been pre-selected by the UNICEF team. The geographic coverage includes most districts (i.e. *rayons*) and regions (i.e. *oblasts*) throughout Tajikistan: Dushanbe, Soghd oblast, Khatlon oblast, districts of republican subordination (DRS),¹ and the Gorno-Badakhshan autonomous oblast (GBO).

FIGURE 1: BREAKDOWN OF TARGET GROUPS IN THE SAMPLE.

DEDs and REDs	SCHOOLS	RCIs
4 REDs and 61 DEDs, except in the districts of republican subordination (DRS) where 5 out of 13 districts were selected in the Rasht Valley.	60 schools in all geographic locations except in the DRS where schools were selected in 5 out of 13 districts located in the Rasht Valley.	10 residential care institutions (RCIs) in all regions, including 1 RCI in GBAO, 1 in Dushanbe, 2 in Soghd oblast, 3 in Khatlon oblast, and 3 in DRS.

For ERNA purposes, all 4 regional education departments (REDs) were selected (based in Dushanbe, Khujand, Kulob and Khorog), including 61 district education departments (DEDs). Therefore, in total, 65 representatives of education departments at sub-national level were included in the sample.

In the presence of time and financial constraints, the selection of general secondary educational institutions was mainly driven by the need to: (i) ensure that only the largest schools are selected (measured by total enrolment as of the 2019-2020 academic year), and (ii) sufficient geographic spread in order to make sure that at least one school is selected in each district or city.²

Annex 9 provides the full list of DEDs and REDs selected for the survey. Annex 10 provides the full list of general secondary educational institutions selected for the survey.

1.2.2. Survey instrument

The survey team had developed three questionnaires corresponding to three different target groups surveys: (i) for representatives of DEDs and REDs, (ii) for school administrations, and (iii) for RCI administrations. All questionnaires were developed in Russian and subsequently translated into Tajik.

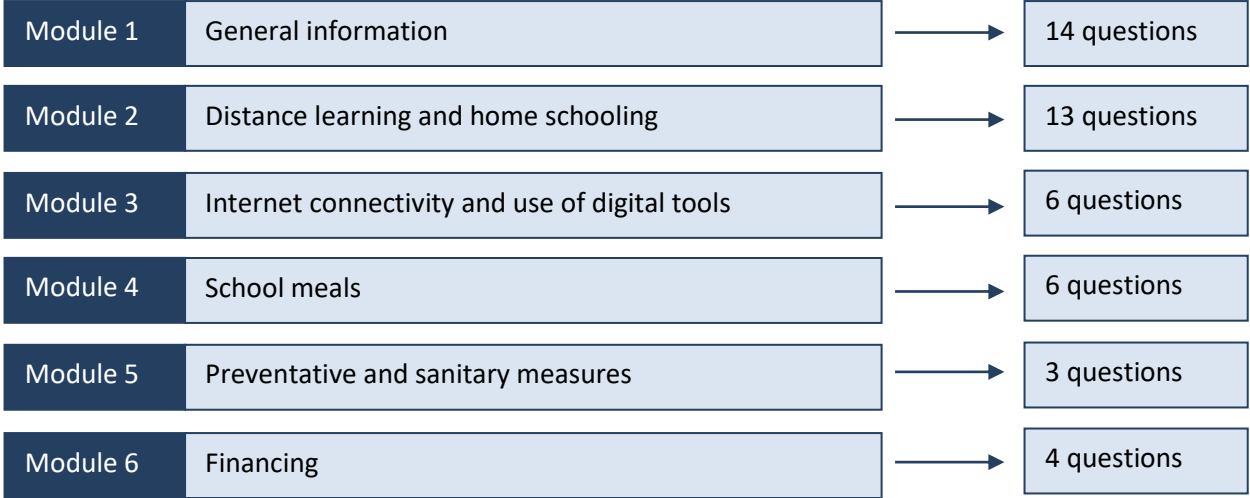
The questionnaires for DEDs/REDs and schools were structured in several blocks. Module 1 describes general information about each target group, including perceived risks to children, teachers and other workers. This module also included questions about children's dropouts or teachers' leave from work since the beginning of the calendar year, presence of psychological support in schools, and any actions that schools have undertaken to withstand the risk of COVID-19 outbreak and continue the learning process. Module 2 focuses on distance learning and has few questions on home schooling in order to

¹ Except DRS where only 5 out of 13 districts were selected. All selected districts are located in the Rasht Valley. The choice of Rasht Valley in DRS is explained by UNICEF's and other development partners' geographic focus areas in Tajikistan.

² Except DRS where only 5 out of 13 districts were selected. All selected districts are located in the Rasht Valley.

understand if schools have prior distance learning experience, if sub-national governments have previously monitored distance learning activity in schools, and other questions that helped to understand the degree of preparedness for a potential roll out of distance learning across the board. Module 3 determines the level of penetration of internet and other digital tools, which may have facilitated communication and learning. Module 4 asks respondents a few questions about school meals in order to understand coverage and how children may be provided with meals throughout the school closure period. Module 5 incorporates several general questions about preventative and sanitary measures undertaken by schools and DEDs/REDs. Finally, Module 6 collects information about financing constraints and likely cuts to school budgets.

FIGURE 2: STRUCTURE OF THE QUESTIONNAIRES FOR REDs/DEDs AND SCHOOLS.



1.2.3. Fieldwork

In preparation for the actual fieldwork, all ERNA team members were thoroughly guided and consulted with. The ERNA team included six professionals in the field of education and learning who temporarily served as interviewers throughout the survey, as well as representatives of the Ministry of Education and Science of the Republic of Tajikistan and the Ministry of Finance of the Republic of Tajikistan.

The composition of the ERNA team was agreed upon with the Ministry of Education and Science of the Republic of Tajikistan and comprised of contributing members of thematic working groups which helped to develop the new National Strategy for Education Development (NSED) of the Republic of Tajikistan for the period until 2030. Members of the ERNA team included Abdujabbor Aliev, Nigina Khojaeva, Sanobar Khojaeva, Sayora Ashrapova, Shodibeg Kodirov, and Zarrina Kadyrova. In addition, Badriddin Muzaffarov (Head of the Economy and Planning Department) represented the Ministry of Education and Science of the Republic of Tajikistan and Sarvar Kurboniyon (Interim Head of the State Budget Department) represented the Ministry of Finance of the Republic of Tajikistan.

The survey was carried out over a six-week period between 1 May 2020 and 15 June 2020. Fieldwork was undertaken by dedicated ERNA team members between 6-24 May 2020. On average, each interviewer spent approximately 30 minutes for each interview. It was imperative that telephone conversations are kept short because attention span in phone interviews is often much shorter than in

face-to-face interviews. To facilitate coherent and full collection of information, electronic version of the questionnaires in MS Word were sent to respondents by email for filling out. Subsequent follow-up calls were made to clarify responses or collect missing data from DEDs/REDs, schools and RCIs.

During fieldwork, interviewers reached out to heads of education departments and directors (i.e. principals) of schools. If they were not available, then their deputies were alternative candidates for interviews. If neither heads (or directors, principals) nor their deputies could be reached or be available for interviews, then any appointed senior member of the administration was chosen for interviews.

Quality checks were also carried out to evaluate the handling and pattern of the missing values (that is, whether missing by design or omitted by the respondent). Data was pre-coded and processed using specialized statistical software packages such as Stata and Ms Excel. The database is available in English.

1.3. Limitations of the survey

Although the report has reached its aim of carrying out education sector rapid assessment (ERNA) and completing the survey, there were some unavoidable limitations:

- Purposive sampling is a limitation in itself because responses are significantly prone to selection bias and high non-response rates. Besides, a pre-selected sample often implies no replacements.
- Phone interview is a limited survey instrument, which the ERNA team was obliged to use in the presence of social distancing measures and risk of coronavirus infection. Due to high degree of mobile network penetration rates in the regions, and possession of mobile (or landline) phones by all respondents, phone interviews were chosen. However, they limit the time of interviews - hence shortening the number of questions asked - and often require follow up using alternative mode(s) of communication such as emails.
- Often, responses by DEDs/REDs and schools were unsurprisingly restrained on sensitive questions - such as on dropouts and attendance rates among schoolchildren and teachers - which led to limited responses with little analytical value for the ERNA exercise.
- ERNA represents a fast-track assessment focusing on collecting qualitative and perception-based data. An attempt to capture the underlying causes of observable incidences or general trends in general secondary education was not part of the ERNA design.
- Responses provided by large schools in the sample cannot always be extrapolated to explain the situation in all general secondary educational institutions in Tajikistan. There are often instances when the situation in smaller and remote schools is likely to be worse than in large schools (e.g., with regards to access to WASH facilities, Internet connectivity, and other characteristics).
- Where data was incomplete or inconclusive, reasonable assumptions were made to arrive at conclusions to explain data and observations.
- The survey contained several important qualitative open-ended questions, which would have enriched the analysis. However, feedback from 24% of DED/RED and school representatives were too short and respondents generally abstained from providing detailed answers.

- Foresight and strategic planning skills often were found to be lacking during the interviewing process. This resulted in several forward-looking questions, and questions related to planning and safeguarding measures, not being answered adequately or in full.
- Most DED/RED and school officials were difficult to reach for the purpose of ERNA exercise due to COVID-19 outbreak and unavailability of some officials during office hours.
- Completion of questionnaires in electronic format has proven to be challenging because access to computer, internet or email was limited. This has also led to some delays in data collection.

2. KEY FINDINGS AND RECOMMENDATIONS

The Education Rapid Needs Assessment (ERNA) yielded the following findings:

1. Distance learning is a relatively new concept in general secondary educational institutions in the Republic of Tajikistan. Only 5 out of 135 respondents reported having some sort of distance learning, but further analysis showed little understanding of this concept by either DEDs/REDs or schools.
2. While most respondents admitted that distance learning in the presence of temporary school closure (or quarantine measures) is effective and timely, there is widespread skepticism about its practical implementation, not least due to limited prior exposure to distance learning. In fact, 45% of all respondents argued that distance learning is unrealistic, and only 35% of surveyed schools claimed that they are ready for distance learning.
3. Schools exercise flexible approaches to ensuring continued learning and education process, but not all of them are practical (e.g., use of emails and encouraging children to study on their own) or safe (e.g., teachers visiting children's homes) in the current context of COVID-19 outbreak.
4. Parents' support and self-guided learning at home is the most commonly shared alternative to distance learning during temporary school closure. Besides, 37% of surveyed schools already had children on home schooling. Nonetheless, respondents' preferences show that distance learning supported by trained teachers remains the preferable choice despite limited teachers' capacity and lack of digital resources.
5. Internet connectivity is a major problem among surveyed schools and education departments. A small share of schools reported having internet connection (15%, or 9 out of 60 surveyed schools), and a further 20.3% of DEDs/REDs reported no internet connection. Internet connectivity appears to be the main problem in potential roll out of distance learning according to 38 out of 60 schools. This resulted in 81.7% schools claiming that they do not use online resources for learning or professional development purposes.
6. Teachers have reportedly used audiovisual technology for their professional development more often than with children for formal learning purposes. The children were reported to use TV, computers or mobile phones in 30% of surveyed schools, compared to teachers who were reported to use these audiovisual devices in 61.7% surveyed schools.

7. During school closure, children are broadly expected to be provided with meals by their family, relatives or guardians. Few alternatives are probable, including a small share of schools that have own land plots which may be used to grow fruits and vegetables for children, and schools supported by the World Food Programme (WFP). Remaining food stocks at the time of school closure are reportedly distributed among children from financially disadvantaged families.
8. The use of schools as temporary medical facilities during the COVID-19 outbreak (i.e. in the past three months) was not practiced, with the exception of three schools in Murghob district in GBAO.
9. Pre-existing school infrastructure including limited access to water, sanitation, and hygiene (WASH) represents a major barrier to implementation of safety standards in schools.
10. Attendance rates in the surveyed schools could not be determined due to limitations and disincentive to report actual number of children (teachers and other personnel) who did not attend school since the beginning of the calendar year, such as due to sickness or fear of infection.
11. Emotional stress is one of the top 10 risks for children and teachers/workers during temporary school closure. At the same time, teachers and other school workers are perceivably in greater need of psychological support than children. 12.8% of respondents reported emotional stress as a major risk for children, compared to 28.3% of respondents who reported emotional stress as a major risk for teachers and other school workers.
12. Professional psychological support in schools is in short supply, particularly among residential care institutions (RCIs). On average, there are 284.4 children per one psychologist in RCIs (and 7 psychologists in 10 surveyed RCIs). Such psychological support is also unavailable from outside schools, such as in rural areas.
13. People with disabilities and other vulnerable groups (e.g., refugees and ethnic minorities) are perceivably less likely to benefit from potential roll out of distance learning. See Table 2 on p.15 and Table 3 on p.16 for likelihoods (on a scale between 1 and 10) of participation of various vulnerable groups in distance learning activities, based on perception of respondents.
14. Financial constraints of schools are relatively low in nominal terms (comprising, on average, 10% of public spending on general secondary education), but there are significant regional variations and very little discretionary expenditure available for non-salary and non-utility purposes.
15. Total public spending on boarding schools is not proportional to their needs, particularly given deteriorating infrastructure (i.e. facilities) and weak material and technical base, which would enable effective learning and education of vulnerable children.
16. Looking forward, the inflow of new entrants in the 1st grade of primary education in the next 2020-2021 academic year will put an additional strain on public spending for general secondary education. Earlier estimates by the Ministry of Finance, which may further change with the adoption of an amended budget legislation in July, showed that the core public spending for

general secondary education is projected to increase by 11% nominally year-on-year, reaching about 2,288.1 million somoni in 2021.

Based on aforementioned findings, the report recommends the following actions:

1. Significant awareness raising and information sharing should take place with general secondary educational institutions across Tajikistan to increase the level of understanding of distance learning as a concept and as a practical instrument to ensure continued education and learning.
2. The Ministry of Education and Science of the Republic of Tajikistan should partner with other line ministries and agencies to minimize the constraints prohibiting the roll out of distance learning, such as access to televised broadcasting, internet connectivity, and mobile network connectivity.
3. General secondary educational institutions require hands-on guidance and day-to-day support in order to streamline their approach(es) to ensuring continued education and learning during temporary school closure. This guidance should also include which actions should discontinue due to the risk of COVID-19 and build on available technical and material base of schools.
4. According to respondents' preferences, teachers-led distance learning³ should be explored in the event of continued school closure (or nationwide quarantine measures), although significant training should take place for teachers, parents and children.⁴
5. Funding should be secured to expand computerization and internet connectivity among schools, which would enable the roll-out of cost-efficient and effective education and learning methods.
6. Schools should encourage greater and more frequent use of audiovisual technology by teachers (for their professional development), but especially for children (for formal learning purposes).
7. Alternative sources of funding should be encouraged, such as from private sector and sub-national governments' reserve funds, to safeguard the continued provision of meals for children. Another possibility is to increase inter-governmental fiscal transfers to enable schools to procure meals, particularly for children from financially disadvantaged families.
8. Schools that have offered their premises as temporary medical facilities should be closely monitored by the Ministry of Education and Science of the Republic of Tajikistan in order to ensure gradual and orderly return to schooling. It is generally advised to avoid the use of schools as temporary medical facilities.
9. Reducing risk inside facilities, incorporating access for people with disabilities, improving water/sanitation facilities (separated for girls and boys) along with regular maintenance should remain a national priority requiring international support and investment from development partners given the extent of needs, particularly in remote areas.

³ Where the teacher remains the instructor, gives assignments on a regular basis, and holds overall responsibility for guiding and monitoring the learning process.

⁴ If school closure continues through to the next academic year, with limited means to engage teachers or to communicate with children on a regular basis, then home schooling (where parents lead the learning process) also continues to be an option.

10. Face-to-face meetings are required, and confidentiality of responses ensured, in order to collect information about attendance and dropout rates at school and district level. There should also be an incentive by the Ministry of Education and Science of the Republic of Tajikistan for schools which report accurate and credible statistics on attendance and dropouts.
11. There should be a requirement and a financial stimulus for general secondary educational institutions, particularly residential care institutions (RCIs), to have in-house psychologists. This is particularly important for RCIs where children-to-psychologist ratio is alarmingly high.
12. Psychologists should not only focus on the provision of professional services for children, but also (increasingly) for teachers and other education workers. There are few alternatives to support children and education workers who experience stress or some other form of psychological trauma, and this needs to be systematically addressed.
13. Distance learning should ensure equitable access to education and learning for traditionally disadvantaged groups, such as children from poor families and children with disabilities.
14. The fiscal analysis shows that general secondary educational institutions should gradually expand their non-salary resource envelopes in order to increase resilience to withstand shocks and improve their infrastructure. This can be done through the provision of paid services, partnership with private sector, and implementation of targeted reforms in the area of public finance management.
15. Public resources for RCIs are insufficient, possibly necessitating a re-orientation of financing away from institutionalization of children in boarding schools (i.e. residential care institutions) and towards alternative and more cost-effective education services.

3. GENERAL INFORMATION

Only one DED in Murghob stated that their district has had educational institutions temporarily working as medical facilities during school closure - namely, three kindergartens⁵ and three general secondary educational institutions. None of the other DEDs/REDs reported similar incidences of schools temporarily working as medical facilities. No school administrations claimed that this was the case in their respective schools.

In the context of temporary school closure, DEDs/REDs reaffirmed the importance of timely payment of teacher salaries and procurement of medical supplies such as sanitizers and face masks. This is reflected in Table 1, which also shows that provision of materials for professional development is viewed as the least important support that teachers currently require. Responses from school administrations were broadly similar with those of DEDs/REDs, but they did not feature salary payments and procurement of medical supplies - presumably because schools have already undertaken measures to ensure timely payment of salaries and purchase of sanitizers, disinfectants and face masks in coordination with local medical facilities and sub-national governments.

⁵ These three kindergartens were not counted earlier because the ERNA Summary Report focuses on general secondary education.

TABLE 1: WHAT SUPPORT FOR TEACHERS DO YOU CONSIDER TO BE MOST IMPORTANT DURING EMERGENCY SITUATION OR CRISIS (e.g., TEMPORARY SCHOOL CLOSURE)? (ON A SCALE BETWEEN 1 TO 10, WHERE 1 - ABSOLUTELY UNIMPORTANT AND 10 - VERY IMPORTANT; AS RESPONDED BY DEds/REds AND SCHOOLS).

	DEds/REds		Schools	
	Likelihood (on a scale)	No. of responses	Likelihood (on a scale)	No. of responses
Psychological support	7.88	52	8.78	51
Social (and community) assistance	9.00	55	8.84	51
Provision of materials for professional development	6.77	35	7.94	50
Monetary compensation or incentive	8.66	41	8.80	49
Timely payment of salaries	9.17	6	--	--

/Source: Education Rapid Needs Assessment (ERNA). N=64 (DEds/REds) and N=60 (schools).

Only 15 out of 60 surveyed schools - all of which are large schools in each major district/city - have admitted that they did not have in-house psychologists working for them either on full-time or part-time basis. This is significant because smaller schools are more likely not to have psychologists and thus cannot render psychological support to enrolled children, teachers and other workers. This conjecture is partly validated by responses collected from DEds/REds, 59% of which (38 out of 64 DEds/REds) claimed that schools in their districts/cities did not have psychologists. At the same time, Figure 4 demonstrates that viable alternatives to school-based psychologists are very limited - 81% of all DEds/REds argue that they cannot hire psychologists from outside schools, which is especially problematic in rural and remote areas.

FIGURE 3: DO SCHOOLS IN YOUR DISTRICT/CITY HAVE PSYCHOLOGISTS WHO CAN PROVIDE PROFESSIONAL SUPPORT? (AS RESPONDED BY DEds/REds)

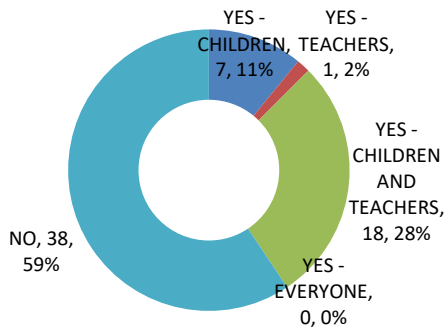
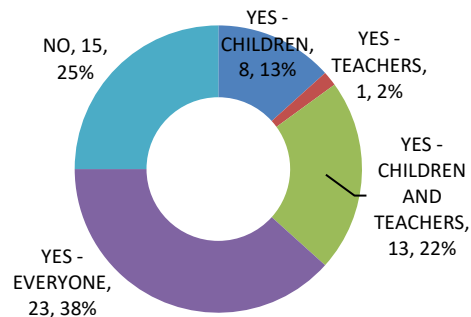


FIGURE 4: DOES YOUR SCHOOL HAVE PSYCHOLOGISTS WHO CAN PROVIDE PROFESSIONAL SUPPORT? (AS RESPONDED BY SCHOOLS)



/Source: Education Rapid Needs Assessment (ERNA). Figure 3: N=64, Figure 4: N=60.

FIGURE 5: ARE THERE OTHER ORGANIZATIONS OR BODIES IN YOUR DISTRICT/CITY THAT CAN PROVIDE PROFESSIONAL PSYCHOLOGICAL SUPPORT? (AS RESPONDED BY DEDs/REDs)

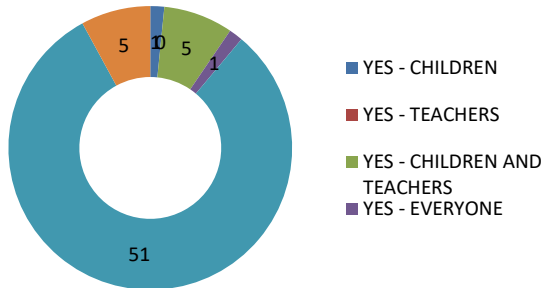
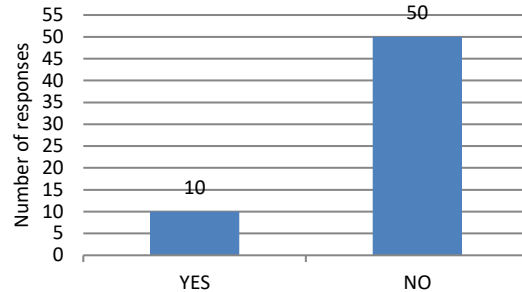


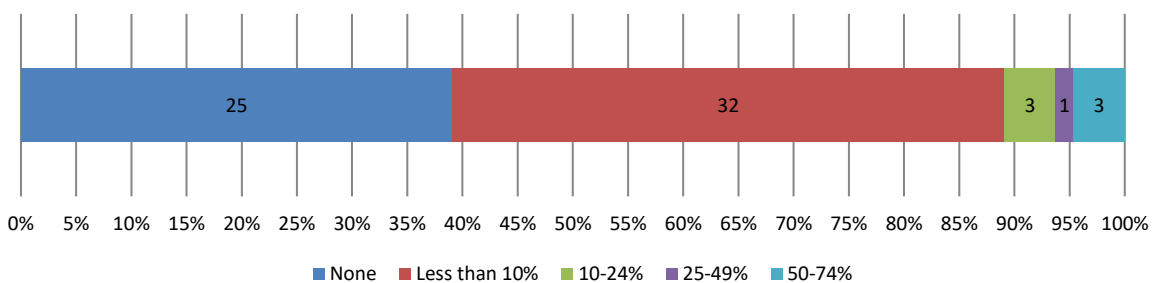
FIGURE 6: DOES YOUR SCHOOL CONTINUE THE PROVISION OF EDUCATIONAL SERVICES TO CHILDREN DURING SCHOOL CLOSURE (e.g., HOME SCHOOLING)? (AS RESPONDED BY SCHOOLS)



/Source: Education Rapid Needs Assessment (ERNA). Figure 5: N=63, Figure 6: N=60.

According to Figure 7, representatives of 7 DEDs/REDs reaffirmed that they have 10% or more schools in their respective district/city who continue the provision of educational services even during temporary school closure. These continued services may take the form of: (i) home schooling, or (ii) preparation of children for municipal or nationwide academic competitions (e.g., Olympiads).

FIGURE 7: WHAT SHARE OF SCHOOLS IN YOUR DISTRICT/CITY CONTINUE THE PROVISION OF EDUCATIONAL SERVICES TO CHILDREN DURING SCHOOL CLOSURE? (AS RESPONDED BY DEDs/REDs)



/Source: Education Rapid Needs Assessment (ERNA). N=64.

4. DISTANCE LEARNING AND HOME SCHOOLING

Although on 30 April 2020 Tajikistan officially announced the first 15 confirmed cases of COVID-19, by 31 May 2020 the total number of confirmed cases rose exponentially to 3,930,⁶ representing an average weekly growth in the number of confirmed cases equaling 516.1%.⁷ As a precautionary measure, the Ministry of Education and Science has closed schools on 27 April 2020. Initially, the nationwide school closure was announced until 10 May. On 5 May, the MoES has extended school closure until 17 August

⁶ Ministry of Health and Social Protection of the Population of the Republic of Tajikistan.

⁷ The number of infected cases are still increasing, albeit at slower pace, while the true number of cases (as well as deaths) is likely to be higher than what is officially reported due to testing limitations around the country.

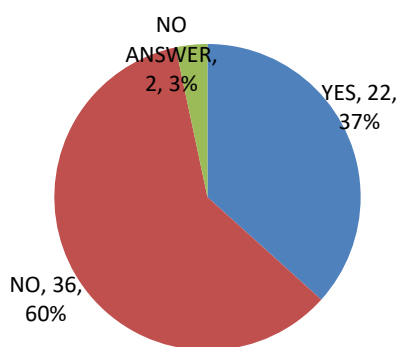
2020.⁸ At the same time, this temporary school closure does not qualify as quarantine, and the new school year is expected to begin on 17 August.⁹

The transfer of schoolchildren from one grade to another will take place according to the results of their academic progress from September to April of the current academic year. This is mainly because the school closure has only impacted a small proportion of school curriculum instruction in the 2019-2020 academic year. Graduation exams for schoolchildren of 9th and 11th grades are held from 15 to 24 June, and the procedure for university entrance examinations will be the same as last year.

It is in this context and overall environment that ERNA was carried out. Survey respondents from DEDs and REDs said that no general secondary educational institution is engaged in distance learning of enrolled children. These findings were validated with schools, which also said that they had no prior experience of distance learning at the time of the survey.

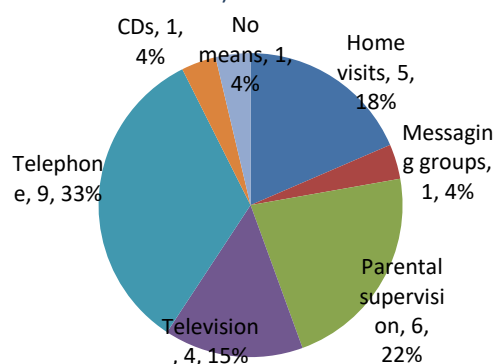
Home schooling is generally present among surveyed educational institutions. In particular, 37% of all respondents confirmed that some of their children are home schooling. Of those schools who claimed no home schooling present in their educational activities, 33% of them claimed that they would use telephone as a means to monitor children's learning, 22% argued that parental supervision is the main means to ensure home schooling, and 18% of schools would mobilize teachers to visit children's homes.

FIGURE 8: DO CHILDREN IN YOUR EDUCATIONAL INSTITUTION RECEIVE HOME SCHOOLING? (AS RESPONDED BY SCHOOLS)



/Source: Education Rapid Needs Assessment (ERNA). N=60.

FIGURE 9: HOW WILL YOU BE ABLE TO ENSURE HOME SCHOOLING FOR CHILDREN OF YOUR EDUCATIONAL INSTITUTION IN THE PRESENCE OF QUARANTINE? (AS RESPONDED BY SCHOOLS).



Responses by DEDs and REDs are broadly similar to views provided by school administrations - 40.6% of respondents said that continued learning will be ensured through home schooling and supervised by teachers through regular (i.e. weekly) calls to children and their parents. In addition, 28.1% of DEDs and REDs asserted that children will be encouraged to self-study with close parental guidance or supervision.

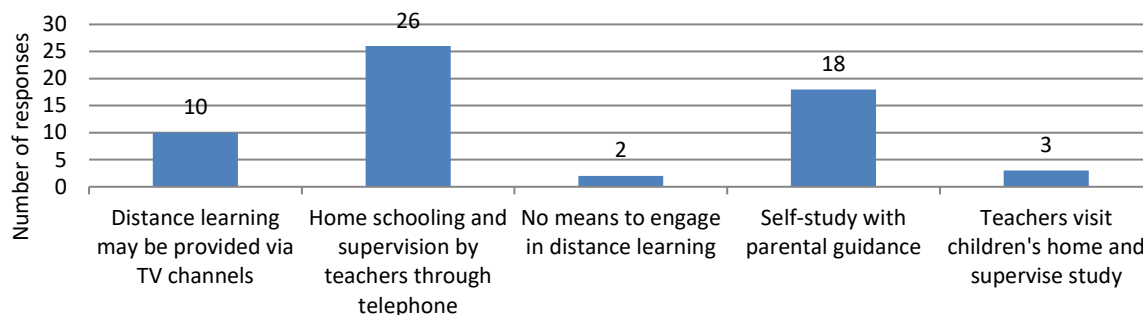
While no DED or RED representative admitted to having previously monitored distance learning activity in any school in their respective district/city, 9 out of 60 school administrations have in fact engaged in monitoring of distance learning of some children. These children were monitored almost exclusively by

⁸ In addition, according to the decision of the Republican Headquarters for the Prevention of the Spread of COVID-19, chaired by the Prime Minister, vacations in preschool institutions in Tajikistan will be extended until the epidemiological situation in the country is not stabilized.

⁹ The academic year in general secondary education in Tajikistan begins on 1 September and ends on 10 June, although all final examinations are practically concluded by 25 May.

phone, although two schools claimed that they were in fact monitoring the preparation of children who were supposed to take part in national academic competitions (e.g., Olympiads and subject contests). Administration of school #55 in Sangvor said that home visits were organized by teachers to children's homes to monitor distance learning, although the nature of distance learning remained unclear. School #2 in Konibodom mentioned that its teachers have also used e-mail as a means to monitor distance learning of children.

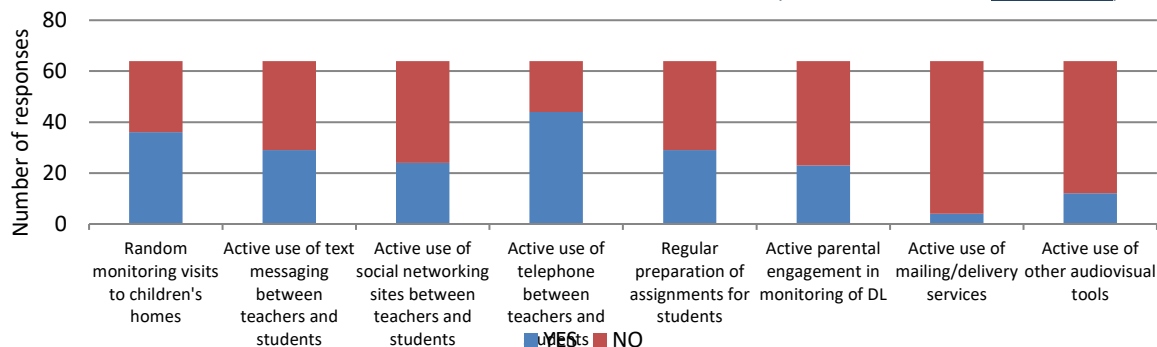
FIGURE 10: HOW WILL YOU BE ABLE TO ENSURE CONTINUED LEARNING FOR CHILDREN OF EDUCATIONAL INSTITUTIONS IN YOUR DISTRICT/CITY IN THE PRESENCE OF QUARANTINE? (AS RESPONDED BY DEDs/REDs)



/Source: Education Rapid Needs Assessment (ERNA). N=59.

According to Figure 11, DED/RED representatives' top three choices for monitoring of distance learning include: (i) regular monitoring calls to teachers and children, (ii) random monitoring visits to children's homes, and (iii) active use of text messaging between teachers and children. Of these top three options, random monitoring visits is not only the least cost-effective choice, but also unlikely in the presence of nationwide quarantine (or social distancing) measures. This is broadly similar to responses from schools.

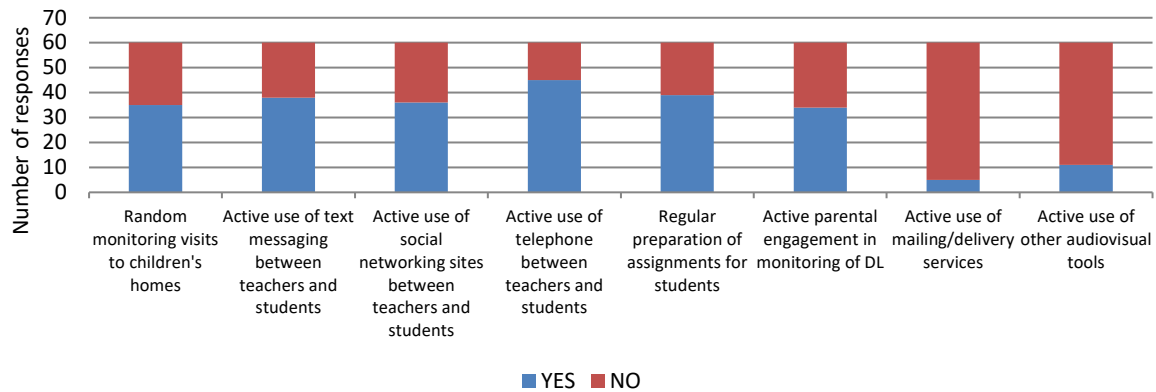
FIGURE 11: WHICH MONITORING TOOLS WILL BE USED BY YOUR SUB-NATIONAL GOVERNMENT TO ENSURE EFFECTIVE DISTANCE LEARNING DURING TEMPORARY SCHOOL CLOSURE? (AS RESPONDED BY DEDs/REDs)



/Source: Education Rapid Needs Assessment (ERNA). N=64.

The only three notable differences in perceived distance learning monitoring tools between different categories of respondents is that, compared to DEDs/REDs, school administrations are more inclined to: (i) use parental support in the process of supervision of children's learning process, (ii) more actively use text messaging between teachers and children, and (iii) regularly prepare assignments for children.

FIGURE 12: WHICH MONITORING TOOLS WILL BE USED BY YOUR EDUCATIONAL INSTITUTION TO ENSURE EFFECTIVE DISTANCE LEARNING DURING TEMPORARY SCHOOL CLOSURE? (AS RESPONDED BY SCHOOLS)



/Source: Education Rapid Needs Assessment (ERNA). N=60.

In the presence of significant technical and financial constraints - both on the supply and the demand side - the roll out of distance learning may have unintended consequences. Tables 2 and 3 demonstrate that various vulnerable groups may be less likely to participate in distance learning. For instance, DEDs and REDs perceive that, on average, refugees and ethnic minorities (boys and girls) are least likely to participate in distance learning. Equally disadvantaged are children from poor families.

TABLE 2: PERCEIVED LIKELIHOOD OF PARTICIPATION OF VULNERABLE GROUPS IN DISTANCE LEARNING IN YOUR DISTRICT/CITY (ON A LIKERT SCALE BETWEEN 1 TO 10, WHERE 1 - LEAST LIKELY TO PARTICIPATE AND 10 - MOST LIKELY TO PARTICIPATE; AS RESPONDED BY DEDs/REDs).

	Boys	Girls	Total
Children with disabilities	5.96	6.30	6.13
Children without parents or guardians	6.04	6.64	6.34
Children from financially disadvantaged families	5.50	5.62	5.56
Children from families with labor migrant(s)	6.16	6.33	6.24
Children from refugee families (or refugee children)	5.13	4.13	4.63
Children from families of ethnic minorities	5.58	5.50	5.54

/Source: Education Rapid Needs Assessment (ERNA). N=64.

According to school administrations, children with disabilities are perceivably most disadvantaged and may not be able to access distance learning (especially children with hearing and visual disability). In general, school administrations are more positive about perceived likelihood of participation of other vulnerable groups in distance learning but one has to remember that schools may not always be aware of what distance learning entails for different groups of children. Children without parents or guardian may not be supervised to ensure completion of homework and continued learning process.

TABLE 3: PERCEIVED LIKELIHOOD OF PARTICIPATION OF VULNERABLE GROUPS IN DISTANCE LEARNING IN YOUR EDUCATIONAL INSTITUTION (ON A LIKERT SCALE BETWEEN 1 TO 10, WHERE 1 - LEAST LIKELY TO PARTICIPATE AND 10 - MOST LIKELY TO PARTICIPATE; AS RESPONDED BY SCHOOLS).

	Boys	Girls	Total
Children with disabilities	3.47	3.83	3.65
Children without parents or guardians	6.33	7.23	6.78
Children from financially disadvantaged families	7.54	7.82	7.68
Children from families with labor migrant(s)	7.98	8.62	8.30
Children from refugee families (or refugee children) ¹⁰	6.00	5.50	5.75
Children from families of ethnic minorities	7.14	8.50	7.82

/Source: Education Rapid Needs Assessment (ERNA). N=60.

Only 20% of school administrations contested the roll out of distance learning, mainly due to technical and financial constraints, as well as other considerations such as unfavorable home conditions and the need to adequately prepare teachers and other school workers for use of distance learning tools. In comparison, 40% of DEDs and REDs stated that the roll out of distance learning is generally not *effective*. Majority of DED/RED respondents from GBAO are skeptical about effectiveness of distance learning, and is explained by comparatively worse access of children (and their families) to audiovisual materials and financial constraints. Similar concerns were stated by 11 out of 26 respondents in Khatlon oblast. School administrations in border areas, which may require the development of distance learning materials in more than two languages (i.e. other than Tajik and Russian languages), also thought that the roll out of distance learning is unlikely to be effective - 5 out of 14 school administrations did so.

FIGURE 13: HOW EFFECTIVE IS THE ROLL OUT OF DISTANCE LEARNING IN YOUR DISTRICT/CITY? (AS RESPONDED BY DEDs/REDs).

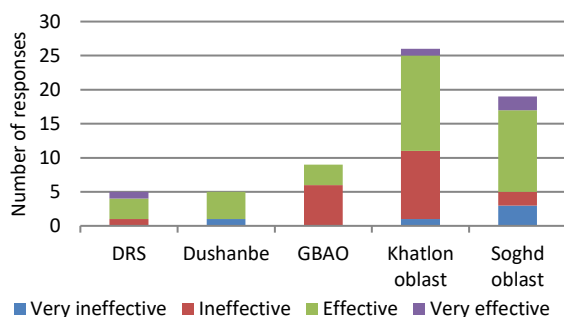
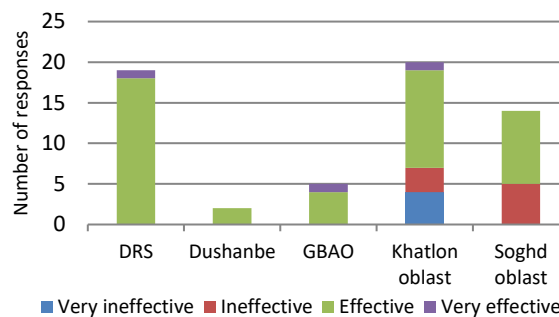


FIGURE 14: HOW EFFECTIVE IS THE ROLL OUT OF DISTANCE LEARNING IN YOUR EDUCATIONAL INSTITUTION? (AS RESPONDED BY SCHOOLS).



/Source: Education Rapid Needs Assessment (ERNA). Figure 13: N=64, Figure 14: N=60.

An important contextual information is that the majority of respondents had little or no prior experience with (or exposure to) distance learning. This may have affected their responses as shown in Figures 13-18. Besides, at the time of the survey no clear mechanism was communicated to schools and education departments pertaining to a potential roll out of distance learning. New mechanisms such as televised (TV) education and digital platform were still under development during the compilation of data. Hence not surprising that a notable proportion of respondents expressed doubt about distance learning, particularly against the backdrop of lingering technical and material challenges that schools are facing.

Figures 15-16 demonstrate how *realistic* is the roll out of distance learning in the presence of various constraints as perceived by DEDs/REDs and school administrations. Majority of school administrations in

¹⁰ Children from refugee families were not present in any of the surveyed schools, hence these likelihoods should be interpreted with caution.

GBAO and Soghd oblast believe that the roll out of distance learning is not realistic. Representatives of DEDs/REDs from GBAO shared similar concerns about realism of distance learning in their area. In total, 45% of school administrations and DEDs/REDs argued that distance learning is unrealistic.

FIGURE 15: HOW REALISTIC IS THE ROLL OUT OF DISTANCE LEARNING IN YOUR DISTRICT/CITY? (AS RESPONDED BY DEDs/REDs).

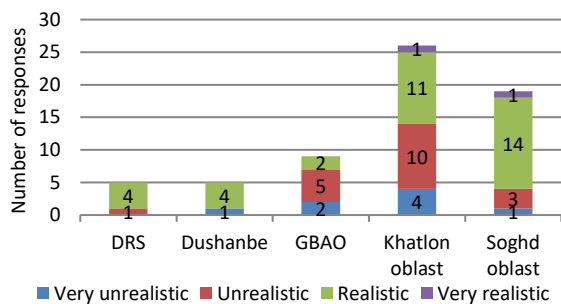
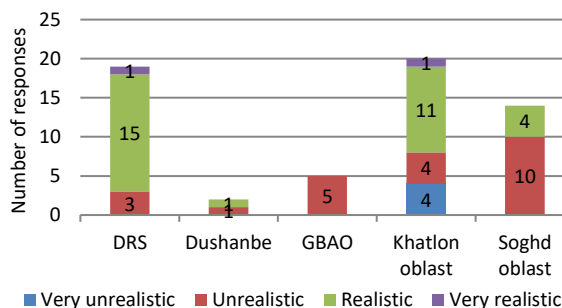


FIGURE 16: HOW REALISTIC IS THE ROLL OUT OF DISTANCE LEARNING IN YOUR EDUCATIONAL INSTITUTION? (AS RESPONDED BY SCHOOLS).



/Source: Education Rapid Needs Assessment (ERNA). Figure 15: N=64, Figure 16: N=60.

In terms of timeliness, responses were generally similar across DEDs/REDs and schools, except GBAO. Approximately 78.3% of school administrations and 61.7% of DEDs/REDs stated that distance learning is timely, particularly in the context of temporary school closure or possible quarantine measures.

FIGURE 17: HOW TIMELY IS THE ROLL OUT OF DISTANCE LEARNING IN YOUR DISTRICT/CITY? (AS RESPONDED BY DEDs/REDs).

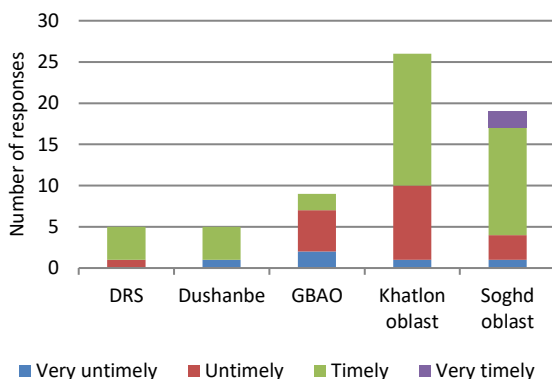
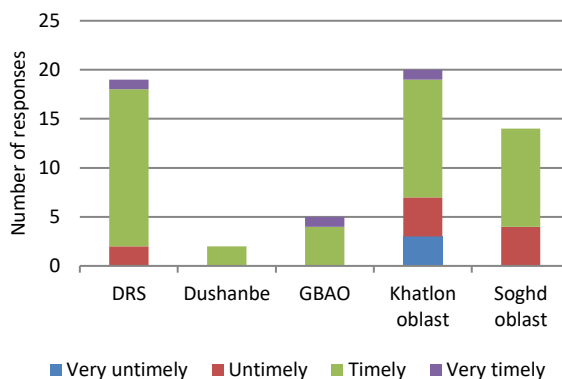


FIGURE 18: HOW TIMELY IS THE ROLL OUT OF DISTANCE LEARNING IN YOUR EDUCATIONAL INSTITUTION? (AS RESPONDED BY SCHOOLS).



/Source: Education Rapid Needs Assessment (ERNA). Figure 17: N=64, Figure 18: N=60.

Compared to surveyed school administrations, DEDs and REDs are significantly more skeptical (82.8%) about *readiness* of general secondary educational institutions to distance learning. This notable difference is partly explained by the fact that the survey had only collected responses from 60 largest schools in each district/city (out of 3,893 schools in the 2019-2020 academic year). Responses from smaller schools in more disadvantaged, more remote areas may differ from Figure 20. Among surveyed schools, only 35% of school administrations stated that their educational institution is ready for distance learning.

FIGURE 19: IN YOUR OPINION, ARE GENERAL SECONDARY EDUCATIONAL INSTITUTIONS IN YOUR DISTRICT/CITY READY FOR DISTANCE LEARNING? (AS RESPONDED BY DEDS/REDS)

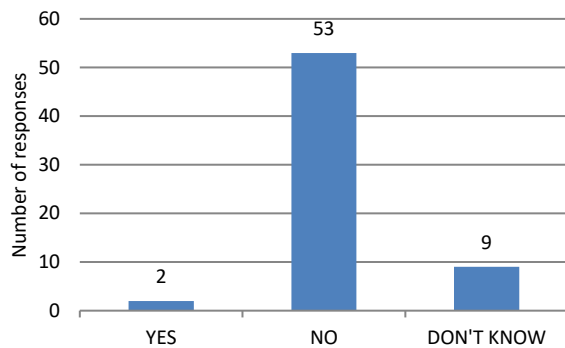
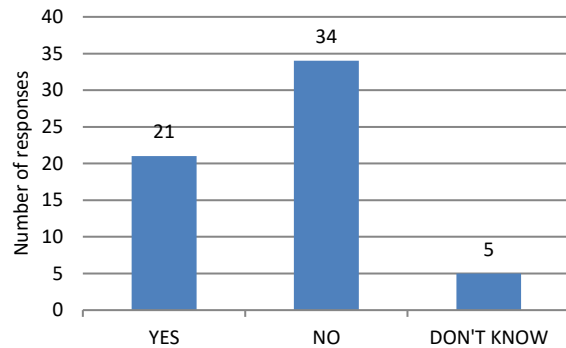


FIGURE 20: IN YOUR OPINION, IS YOUR GENERAL SECONDARY EDUCATIONAL INSTITUTION READY FOR DISTANCE LEARNING? (AS RESPONDED BY SCHOOLS)



/Source: Education Rapid Needs Assessment (ERNA). Figure 19: N=64, Figure 20: N=60.

Next, respondents were asked to list problems, which could hypothetically prevent distance learning in their respective district/city or school. While the survey recorded a variety of responses, the top five commonly shared problems among DEDs/REDS and schools are: (i) no internet connectivity either at school or at children's homes (or both), (ii) lack of computers (or tablets) owned or used by children, (iii) teachers not being adequately trained to supervise/monitor distance learning, (iv) poor conditions at children's homes which prohibit the use of various distance learning tools, and (v) financial difficulties of children's families which prevent children from maintaining regular communication or access to various distance learning tools (such as utility payments, Internet and mobile network usage fees, and others).

TABLE 4: PLEASE LIST UP TO FIVE PROBLEMS (IN THE ORDER OF PRIORITY), WHICH COULD PREVENT DISTANCE LEARNING OF CHILDREN FROM YOUR EDUCATIONAL INSTITUTION (AS RESPONDED BY SCHOOLS).

	1st	2nd	3rd	4th	5th	TOTAL
No internet (at home or school)	28	5	2	2	1	38
No computers owned/used by children	1	4	8	3	1	17
Financial difficulties of children's families	1	11	2	2	1	17
Teachers not ready (i.e. not trained)	2	4	2	5	3	16
Unfavorable home conditions	2	2	9	1	2	16
Limited DL guidance and learning materials	3	1	4	5	2	15
Lack of specialized equipment	6	6	1	1	1	15
Children are not ready (i.e. require guidance)	1	5	3	2	3	14
Parents are not ready (i.e. require guidance)	1	2	4	3	1	11
Some children do not have telephone(s)	0	1	3	4	1	9
Poor internet connectivity	1	3	2	1	0	7
Limited number of (or no) computers in schools	2	1	1	0	1	5
Lack of teachers with required skills/qualification	3	1	0	0	0	4
Limited supervision and/or quality assurance	0	1	1	0	1	3
Limited parental support/consent	0	0	1	0	1	2
DL may not be suitable for all groups of children	2	0	0	0	0	2
Limited use of emails by teachers and children	0	2	0	0	0	2

No problems	2	0	0	0	0	2
No suitable/existing DL platform	0	1	0	0	0	1
Teachers inadequately paid (i.e. low salary)	0	0	0	1	0	1

/Source: Education Rapid Needs Assessment (ERNA). N=55. Note: Not all school administrators responded to the question.

TABLE 5: PLEASE LIST UP TO FIVE PROBLEMS (IN THE ORDER OF PRIORITY), WHICH COULD PREVENT DISTANCE LEARNING OF CHILDREN IN YOUR DISTRICT/CITY (AS RESPONDED BY DEds/REds).

	1st	2nd	3rd	4th	5th	TOTAL
No internet (at home or school)	16	15	11	3	0	45
Teachers not ready (i.e. not trained)	2	6	9	4	5	26
No computers owned/used by children	9	6	6	3	1	25
Limited DL guidance and learning materials	7	1	4	7	1	20
Unfavorable home conditions	8	4	6	1	1	20
Financial difficulties of children's families	5	4	2	3	5	19
Poor internet connectivity	3	5	2	6	1	17
Limited number of (or no) computers in schools	0	6	2	3	1	12
Lack of specialized equipment	7	2	2	1	0	12
Children are not ready (i.e. require guidance)	3	3	1	3	1	11
Limited supervision and/or quality assurance	2	3	2	3	0	10
Some children do not have telephone(s)	1	4	1	1	0	7
Limited use of emails by teachers and children	0	3	3	0	0	6
Limited parental support/consent	0	0	2	1	1	4
Lack of teachers with required skills/qualification	0	0	2	1	0	3
Limited access to TV broadcasting among families	1	1	0	0	0	2
No suitable/existing DL platform	0	0	0	1	1	2
Limited electricity supply (i.e. electricity shortage)	0	0	0	1	0	1
DL may not be suitable for all groups of children	0	0	1	0	0	1
Teachers inadequately paid (i.e. low salary)	0	0	0	0	1	1

/Source: Education Rapid Needs Assessment (ERNA). N=64.

5. INTERNET CONNECTIVITY AND USE OF DIGITAL TOOLS

It is not surprising that lack of internet connection was admitted to be one of the most significant problems preventing the potential roll out of distance learning. Figures 21 and 22 demonstrate that unlike in district education departments (or regional education departments), 85% of schools do not have uninterrupted access to internet. Of 15% of schools that do have internet connection, it is reportedly used only by school administration or accountants (such as for electronic submission of tax declarations and other administrative communication). Enrolled children have very limited access to internet in those schools that are connected. Among DEds/REds, 20.3% are not connected to internet.

These figures are low in comparison with country averages on the basis of the available data from the Adolescents Baseline Survey carried out by UNICEF in 2018. According to this survey, 36% of nationally representative sample had indicated that they use Internet although it is not necessarily in schools. In addition, proportion of respondents using Internet in urban areas was even higher (at 48%), while the proportion of youth aged 15-19 using Internet was reportedly 52% in 2018. This shows stark difference in the proportion of respondents who use Internet at home and at schools.

FIGURE 21: IS YOUR OFFICE (SUB-NATIONAL GOVERNMENT) CONNECTED TO INTERNET? (AS RESPONDED BY DEDS/REDS)¹¹

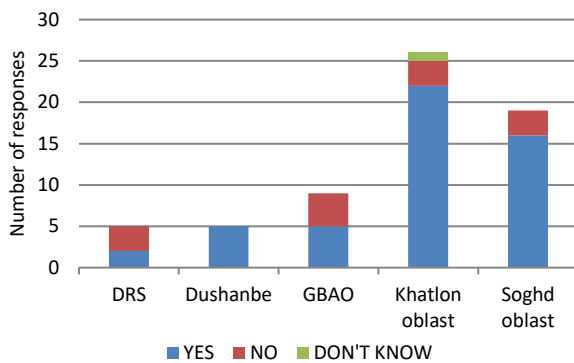
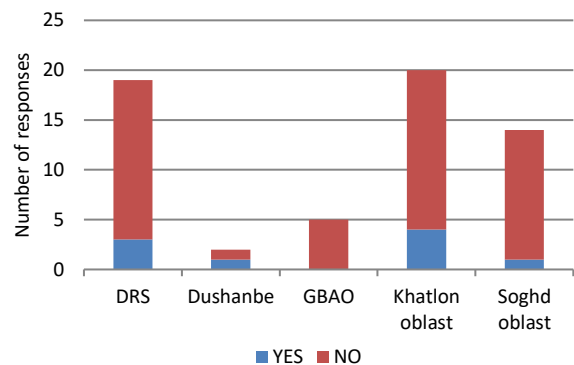


FIGURE 22: IS YOUR GENERAL SECONDARY EDUCATIONAL INSTITUTION CONNECTED TO INTERNET? (AS RESPONDED BY SCHOOLS)



/Source: Education Rapid Needs Assessment (ERNA). Figure 21: N=64, Figure 22: N=60.

Since most school administrations reported no (or very limited) internet connectivity, they also stated limited access to electronic mail. In the meantime, whenever school administrations do not have direct access to internet through their schools, they often use internet available in other government offices such as DEDs and REDs. According to Figure 24, 22 schools (out of 60) stated that less than 10% of their teachers have email accounts; 3 school administrations (out of 60) stated that they do not have teachers with email accounts; and 6 other school administrations (out of 60) reported that more than 75% of their teachers have email accounts. Similarly, Figure 23 shows that in total 48 DEDs/REDs (out of 64) believe that less than 50% of teachers in educational institutions in their district/city regularly use email accounts for business communication and/or interaction with children or with other teachers.

FIGURE 23: WHAT PROPORTION OF EDUCATIONAL INSTITUTIONS USE E-MAIL ACCOUNTS? (AS RESPONDED BY DEDS/REDS)

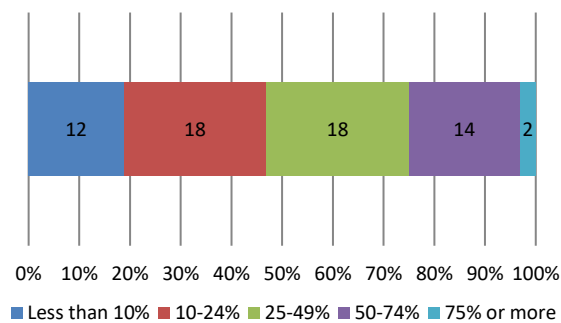
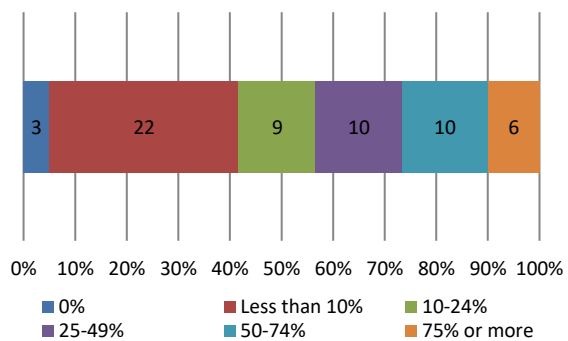


FIGURE 24: WHAT PROPORTION OF TEACHERS IN YOUR EDUCATIONAL INSTITUTION HAVE E-MAIL ACCOUNTS? (AS RESPONDED BY SCHOOLS)



/Source: Education Rapid Needs Assessment (ERNA). Figure 23: N=64, Figure 24: N=60.

The survey demonstrated that only 3 out of 64 DEDs/REDs are confident that they will be supported during the potential roll out of distance learning by agents/bodies other than the government. More specifically, Buston DED stated that ICT Center may provide technical support, while Jabbor Rasulov DED mentioned that local civil society institutions will provide methodological guidance for distance learning. Another DED in Konibodom stated that a public-private educational institution named after Juraev may

¹¹ The respondent from Kushoniyon DED was a methodologist who did not know if the DED had access to internet.

provide methodological support and guidance during the implementation of distance learning. At the same time, not a single surveyed school stated that they would receive external support or guidance for the roll out of distance learning (except from the Ministry of Education and Science and DEDs/REDs).

FIGURE 25: DID TEACHERS (OR CHILDREN) IN YOUR DISTRICT/CITY EVER USE TV, COMPUTER OR MOBILE PHONES FOR THEIR PROFESSIONAL DEVELOPMENT (OR FOR LEARNING)? (AS RESPONDED BY DEDs/REDs)

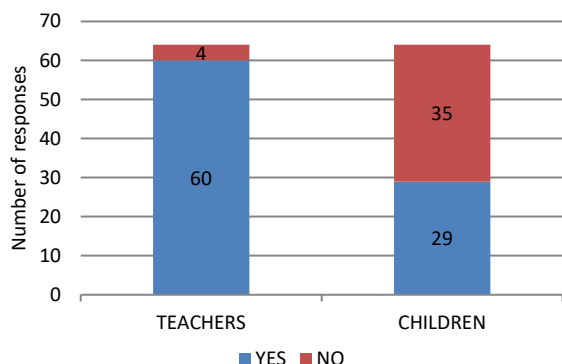
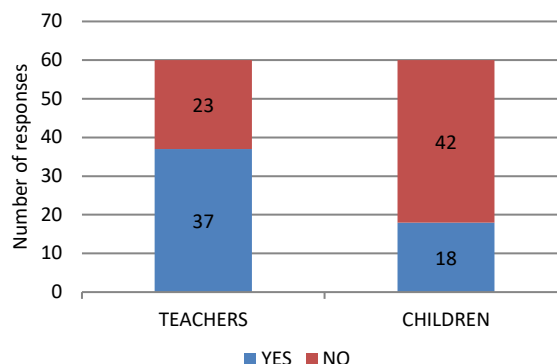


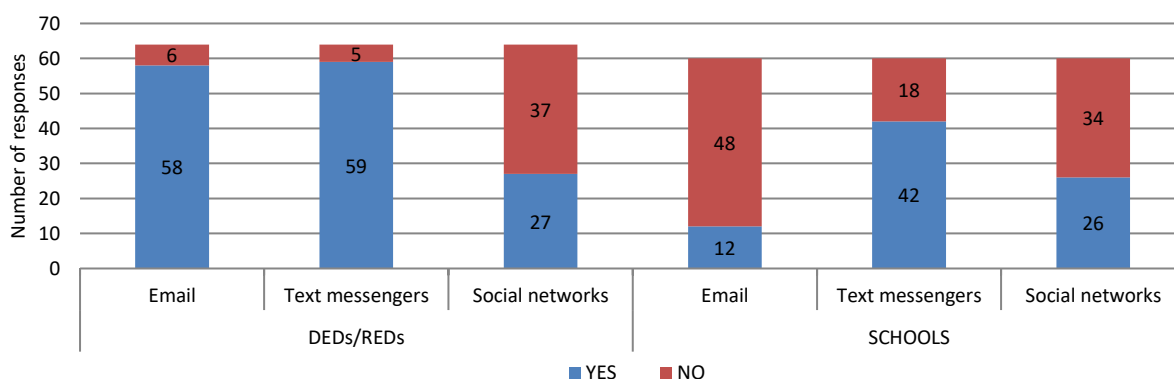
FIGURE 26: DID TEACHERS (OR CHILDREN) IN YOUR SCHOOL EVER USE TV, COMPUTER OR MOBILE PHONES FOR THEIR PROFESSIONAL DEVELOPMENT (OR FOR LEARNING)? (AS RESPONDED BY SCHOOLS)



/Source: Education Rapid Needs Assessment (ERNA). Figures 25-26: N=64 (DEDs/REDs) and N=60 (schools).

While DEDs/REDs reported that 93.8% of teachers in their geographic area had used TV, computer or mobile phones, schools argue that only 61.7% of their teachers did so for professional development. In contrast, only 30% of schools and 45.3% of DEDs/REDs stated that children had previously used TV, computer or mobile phones for formal learning purposes. To sum up, unsurprisingly, exposure of teachers to various audiovisual technology (for professional development) - e.g., TV, computer or mobile phones - is comparatively higher than that of schoolchildren (for academic learning purposes).

FIGURE 27: WHAT DIGITAL TOOLS DO YOU USE FOR COMMUNICATION WITH YOUR CO-WORKERS AND GENERAL SECONDARY EDUCATIONAL INSTITUTIONS IN YOUR DISTRICT/CITY (OR WITH TEACHERS IN YOUR SCHOOL)? (AS RESPONDED BY DEDs/REDs AND SCHOOLS)



/Source: Education Rapid Needs Assessment (ERNA). N=64 (DEDs/REDs) and N=60 (schools).

Usage of digital tools for communication with co-workers and other institutions is more frequent among DEDs/REDs in comparison with school teachers and school administrations. Only 12 out of 60 school administrations stated that they use email for communication with co-workers, including teachers. This compares to 58 out of 64 representatives of DEDs/REDs. Social networks are infrequently used by both

DEDs/REDs and schools, represented by affirmative responses from 42.2% of REDs/DEDs and 43.3% of schools. Text messengers are fairly common as a means of communication among peers.

Since most schools reported earlier¹² that they did not have internet connectivity, Table 6 mainly refers to monthly mobile and landline phone usage cost. Accordingly, the majority of surveyed schools (i.e. 21 out of 34 schools) reported that their monthly payment averaged less than 300 somoni. At the other end of the spectrum, 7 out of 34 schools reportedly pay a monthly fee of 500 somoni or more.

TABLE 6: ON AVERAGE, HOW MUCH DOES YOUR GENERAL SECONDARY EDUCATIONAL INSTITUTION PAY FOR INTERNET AND TELEPHONE USAGE PER MONTH? (AS RESPONDED BY SCHOOLS).

	<100 somoni	100-299 somoni	300-499 somoni	500-999 somoni	>=1,000 somoni	TOTAL
DRS	3	5	1	2	0	11
Dushanbe	0	0	0	1	1	2
GBAO	0	1	2	2	0	5
Khatlon oblast	2	0	0	0	0	2
Soghd oblast	4	6	3	1	0	14
TOTAL:	9	12	6	6	1	

/Source: Education Rapid Needs Assessment (ERNA). N=34.

Compared to schools, DEDs and REDs have greater access to internet. The costs shown in Table 7 thus reflects monthly internet and telephone usage payments. In total, 39.1% of all DEDs/REDs pay less than 100 somoni per month, while 4 DEDs/REDs pay 500 somoni or more (all of which are in Dushanbe).

TABLE 7: ON AVERAGE, HOW MUCH DO EDUCATIONAL INSTITUTIONS IN YOUR DISTRICT/CITY PAY FOR INTERNET AND TELEPHONE USAGE PER MONTH? (AS RESPONDED BY DEDs/REDs).

	<100 somoni	100-299 somoni	300-499 somoni	500-999 somoni	>=1,000 somoni	TOTAL
DRS	0	4	1	0	0	5
Dushanbe	0	0	1	1	3	5
GBAO	0	3	6	0	0	9
Khatlon oblast	6	0	20	0	0	26
Soghd oblast	0	12	7	0	0	19
TOTAL:	6	19	35	1	3	

/Source: Education Rapid Needs Assessment (ERNA). N=64.

In total, 11 out of 64 DEDs and REDs admitted that schools in their district/city had previously used online resources for professional development of their teachers and other workers, and for academic learning of schoolchildren. When asked to provide further detail, many respondents struggled to name specific online resources, citing only electronic resources provided (or recommended) by the Ministry of Education and Science of the Republic of Tajikistan. Two DEDs/REDs in Dushanbe mentioned two specific resources, namely: <http://www.kitobhona.tj> and <http://window.edu.ru/>. Another DED in Jabbor

¹² See Figure 22 on p.19.

Rasulov rayon stated that they had access to model curriculum and training modules provided by the U.S. Agency for International Development (USAID). Other DEDs/REDs provided very generic responses.

Responses from schools were equally non-specific, ranging from use of search engines such as Google and Yandex and ending up with electronic resources from the Ministry of Education and Science of the Republic of Tajikistan, Russia and Uzbekistan. The majority of schools did not use online resources at all.

When online resources were used, schools and DEDs/REDs often complained that poor connectivity restricted access or prevented workers/teachers from accessing these resources altogether. Sometimes lack of computers (or presence of computers in poor working condition) is an impediment to access to online resources for professional development of teachers (or for academic learning of schoolchildren).

FIGURE 28: DID YOUR EDUCATIONAL INSTITUTION(S) USE ANY ONLINE RESOURCE FOR PROFESSIONAL DEVELOPMENT OF TEACHERS/WORKERS OR ACADEMIC LEARNING OF CHILDREN? (AS RESPONDED BY DEDs/REDs AND SCHOOLS)

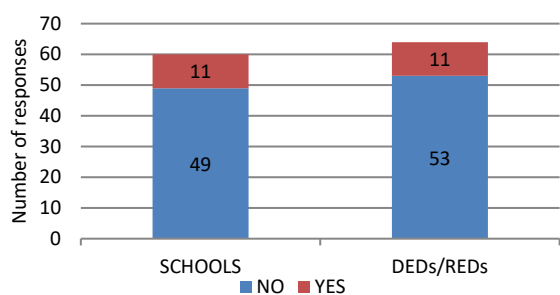
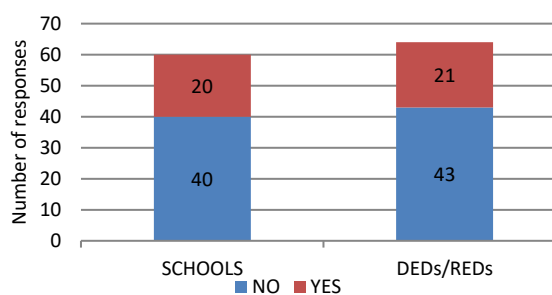


FIGURE 29: DID YOU ENCOUNTER ANY PROBLEMS WHEN ACCESSING ONLINE RESOURCES FOR PROFESSIONAL DEVELOPMENT OF TEACHERS/WORKERS OR ACADEMIC LEARNING OF CHILDREN? (AS RESPONDED BY DEDs/REDs AND SCHOOLS)



/Source: Education Rapid Needs Assessment (ERNA). N=64 (DEDs/REDs) and N=60 (schools).

6. SCHOOL MEALS

In general secondary education, school meals are procured through parental support, i.e. special funds of general secondary educational institutions, or support from international development partners. In the 2019-2020 academic year, the United Nations World Food Programme (WFP) supported 422,000 schoolchildren in approximately 1,950 general secondary educational institutions with school meals. This constitutes nearly half of all schools in general secondary education in Tajikistan.

FIGURE 30: ARE CHILDREN IN SCHOOLS IN YOUR DISTRICT/CITY PROVIDED WITH SCHOOL MEALS? (AS RESPONDED BY DEDs/REDs)

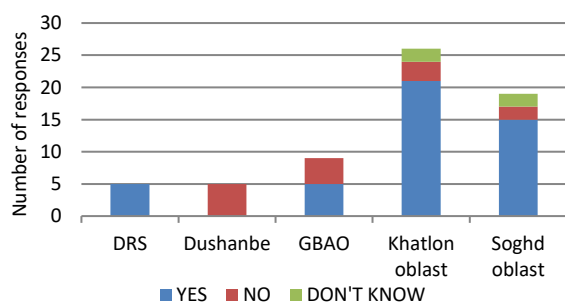
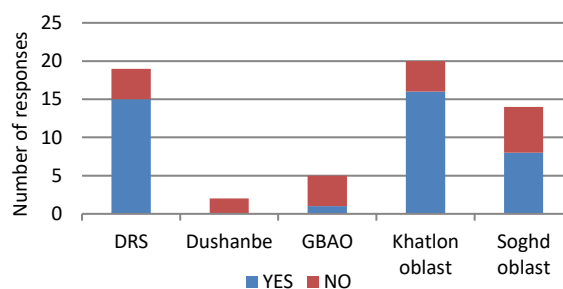


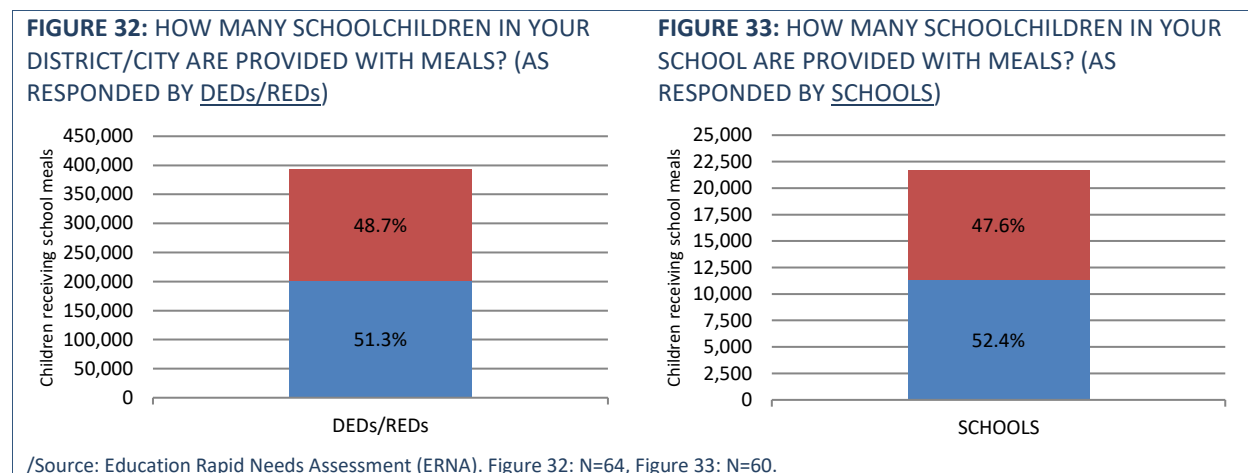
FIGURE 31: ARE CHILDREN IN YOUR SCHOOL PROVIDED WITH SCHOOL MEALS? (AS RESPONDED BY SCHOOLS)



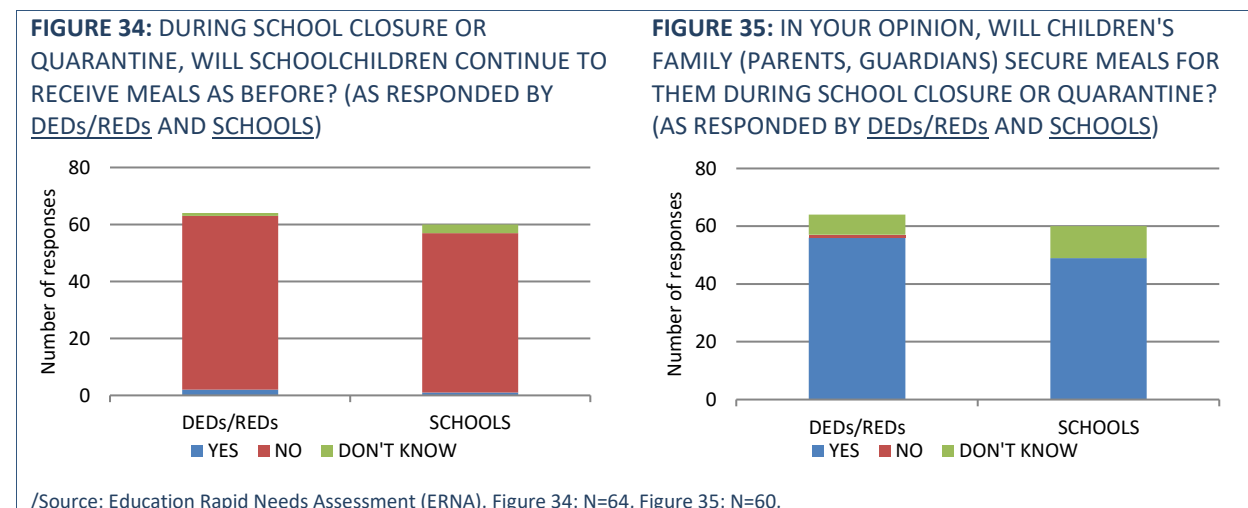
/Source: Education Rapid Needs Assessment (ERNA). Figure 30: N=64, Figure 31: N=60.

The survey showed that 66.7% of schools are provided with meals for children in primary grades. This support was reportedly provided through the WFP. In comparison, 71.9% of all DEDs/REDS reported that at least some schools in their districts or cities receive meals for children in primary grades. These findings are shown in Figures 30 and 31.

These figures are based entirely on responses collected through phone interviews and the questionnaire. In line with responses from DEDs/REDS, 393,873 children in primary grades receive hot meals across the country (which, if consistent with aggregate figures, would represent approximately 43% of all children in primary grades in Tajikistan. Among 60 surveyed schools, 21,715 children receive school meals.



Out of all responses collected from DEDs/REDS and schools, only a single response indicated that school meals will continue to be provided to children during temporary school closure or quarantine. This was indicated by DED in Tojikobod, although their representative later clarified that school meals may be provided through support from international development organizations such as WFP. In turn, Figure 34 also has only one negative response from DED in Istaravshan which hypothesized that resources will be drawn from sub-national budgets of their respective local government to provide meals for children. All other responses showed that it is highly likely that children will have to rely on the financial capability of their family to provide meals during school closure or quarantine.



Due to the fact that school meals were already distributed across 1,950 schools that WFP supports, and these meals were intended to cover the period April-May 2020, WFP in close coordination with schools and district education departments has distributed the leftover food to the most vulnerable families of those schoolchildren who are enrolled in primary grades. This leftover food comprised approximately 720 ton, including wheat flour, vegetable oil and pulses. Therefore, school closure necessitated a change in approach whereby school-based distribution of hot meals has effectively transitioned into take-home rations, focusing on schoolchildren from the most vulnerable and financially disadvantaged families.

7. PREVENTIVE AND SANITARY MEASURES

Safeguard of learning facilities and implementation of distancing norms remains a challenge given current availability of education infrastructure. As an example, in 2019-2020 the vast majority of students attended double-shift schools (90.8%) - only 6.4% attend single-shift schools, and the remaining 2.9% attend three-shift schools. Reducing risk inside facilities, incorporating access for people with disabilities, improving water/sanitation facilities (separated for girls and boys, and regular maintenance remains a challenging task given the extent of needs, particularly in remote areas.

Inadequate or under-funded water, sanitation and hygiene (WASH) facilities in schools have a negative effect on health, attendance and learning outcomes. The Policy Brief produced by UNICEF in partnership with the World Bank in 2019 indicates that many schools in fact lack the resources and facilities to create a conducive environment for children to practice WASH behaviors. This can be attributed to the low prioritization of WASH services/facilities by school administrations (as evidenced by the lack of soap and clean toilets that ensure privacy) or absence of clear policy on WASH, which would translate into actionable measures and sufficient funding secured through school budgets for the procurement of sanitation and cleaning items, as well as repair of toilets and bathrooms, particularly in rural schools.

According to ERNA results, all 60 surveyed schools administrations claimed that their schoolchildren and workers (including teachers) have had access to clean drinking water, bathrooms and toilets. We have to bear in mind that the schools in the survey sample are some of the largest school facilities in respective districts, but the situation in smaller and more distant schools may differ with regards to WASH access.

For instance, another recent World Bank report¹³ states that 55% of schools in Tajikistan have access to piped water sources in their yard, but that water is not available all the time. Sanitation facilities are also available in schools, but only 44% have access to improved sanitation facilities that are single-sex and usable, and only 26% of schools have water and soap available at hand-washing stations close to toilets.

FIGURE 36: GENERAL SECONDARY EDUCATIONAL INSTITUTIONS WHICH ARE RUNNING INFORMATION CAMPAIGNS ON PREVENTATIVE MEASURES (AS RESPONDED BY DEDs/REDs AND SCHOOLS).

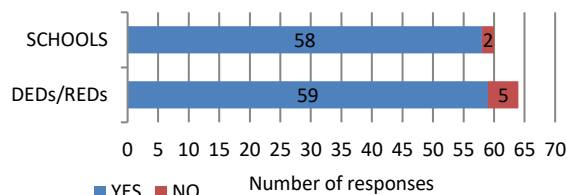
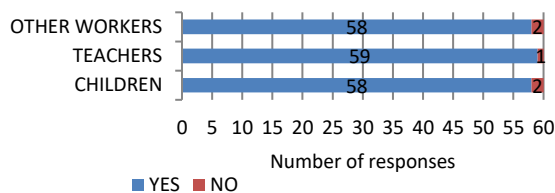


FIGURE 37: DO THE FOLLOWING GROUPS HAVE ACCESS TO CLEAN WATER AND SANITARY PRODUCTS (e.g., DISINFECTANTS)? (AS RESPONDED BY SCHOOLS)



/Source: Education Rapid Needs Assessment (ERNA). Figure 36: N=64, Figure 37: N=60.

¹³ WB Tajikistan. 2017. Glass Half full. Poverty Diagnostic of Water Supply, Sanitation and Hygiene Conditions in Tajikistan.

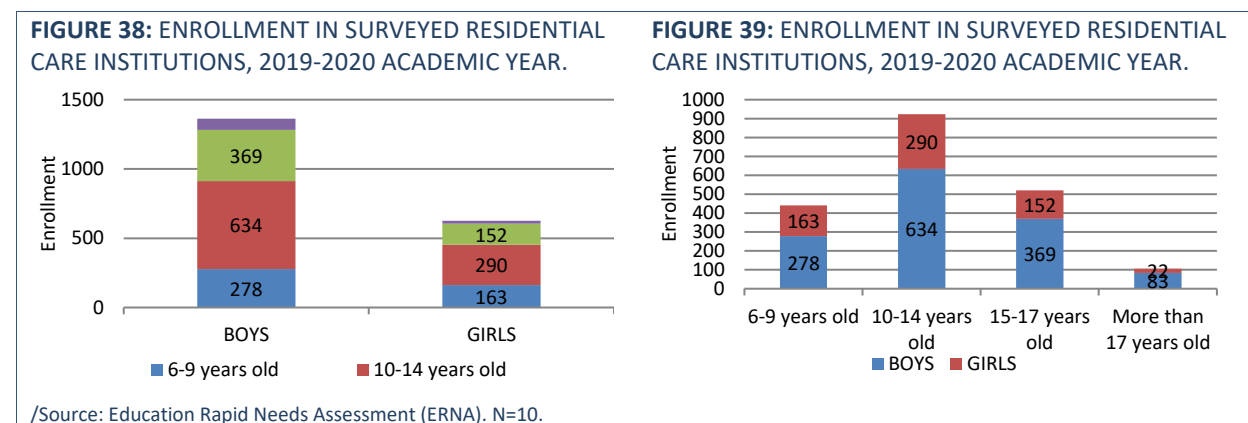
The majority of surveyed schools and DEDs/REDs claimed that they are currently running information or awareness raising campaigns in their respective districts, cities and/or communities on the COVID-19 outbreak and recommended preventative measures. These meetings often took form of joint meetings with community leaders and local municipalities. Sometimes religious leaders are mobilized to garner interest and participation from local community residents.

Approximately 16.7% of surveyed schools said that they have received material support - mainly, in-kind support - from non-governmental organizations and civil society organizations for procurement of disinfectants or other sanitary tools since January 2020. This represents 10 out of 60 surveyed schools.

Besides, schools have also undertaken a range of measures to increase understanding of the COVID-19 outbreak and follow recommended actions over the course of school closure (see Annex 1).

8. RESIDENTIAL CARE INSTITUTIONS

The survey targeted 10 residential care institutions (RCIs) with sufficient geographic spread to ensure coverage of all regions. In the 2019-2020 academic year, 10 RCIs had total enrollment equaling 1,991 children, of which 31.5% are girls. In terms of age distribution, RCIs are dominated by children aged 10-14, comprising 46.4% of total enrollment (see Figures 38 and 39).



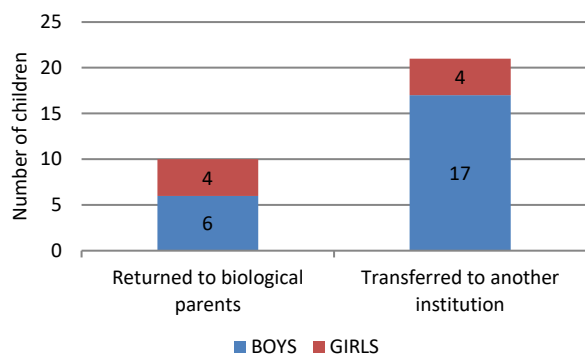
While it has proven challenging to determine attendance and dropout rates in surveyed RCIs, they admitted that 31 children departed from their institutions since the beginning of the calendar year due to returning to biological parents or being transferred to another residential care institution.

According to information collected through the survey, the average number of children per teacher in 10 surveyed RCIs has been found to be significantly lower than in other general secondary educational institutions (5.3 children per teacher in RCIs compared to 16 children per teacher in general secondary education), perhaps suggesting that optimization of teaching workforce for children with disabilities may be required. However, RCIs reported that they only had 7 psychologists providing professional support to children (all 7 psychologists)¹⁴ and teachers (3 psychologists). This effectively implies that: (i) not all surveyed RCIs have professionals who can provide psychological support for children with disabilities and teachers, and (ii) on average, there are 284 children per psychologist among surveyed RCIs. This

¹⁴ While the female/male ratio of psychologists was not captured by ERNA survey, it is important to look into, not least because the number of boys (at least in the surveyed RCIs) is significantly higher than that of girls.

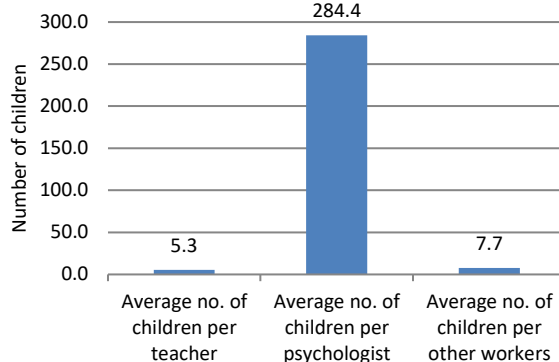
proportion is unhealthy and is unlikely to allow psychologists to perform their duties effectively with such a large cohort of children.

FIGURE 40: THE TOTAL NUMBER OF CHILDREN WHO DEPARTED FROM THE RCIs SINCE 1 JANUARY 2020.



/Source: Education Rapid Needs Assessment (ERNA). N=10.

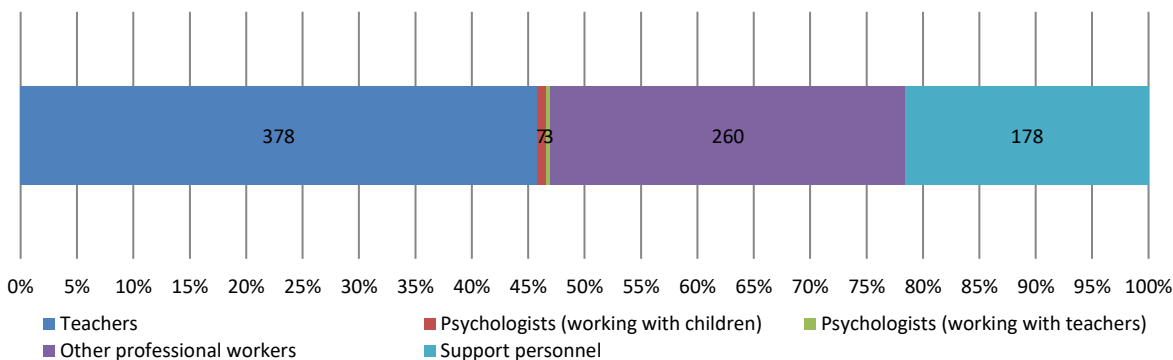
FIGURE 41: AVERAGE NUMBER OF CHILDREN PER TEACHER, PSYCHOLOGIST AND OTHER WORKER IN RCIs, 2019-2020 ACADEMIC YEAR.



Upon announcement of school closure in Tajikistan, all surveyed RCIs have undertaken precautionary, preventative and safety measures related to withstanding the risk of COVID-19. These measures included the requirement for all children and personnel to wear face masks, respect social distancing measures as much as possible, disinfect RCI facilities on a regular basis, procure and distribute antiseptic materials and other items related to personal hygiene among children and personnel, and others. At the same time, only half of all surveyed RCIs¹⁵ admitted that they furloughed personnel or allowed to take paid leave with unspecified return date. Other RCIs continued working as usual during school closure.

During school closure, RCIs reported that children generally maintained access to their families (parents, other relatives or guardians) and have ensured that there antiseptics are procured. Although there are 1,991 children enrolled in 10 surveyed RCIs in the 2019-2020 academic year, respondents claimed that they only had resources to procure 3,140 soaps, 18,700 masks (of which 87% were procured by RCI in Kulob), and 1,580 liters of antiseptics for children. There are RCIs that only had resources to procure minimum number of masks, soaps and antiseptics, suggesting chronic lack of financial resources.

FIGURE 42: THE TOTAL NUMBER OF WORKERS IN THE SURVEYED RCIs DURING 2019-2020 ACADEMIC YEAR.

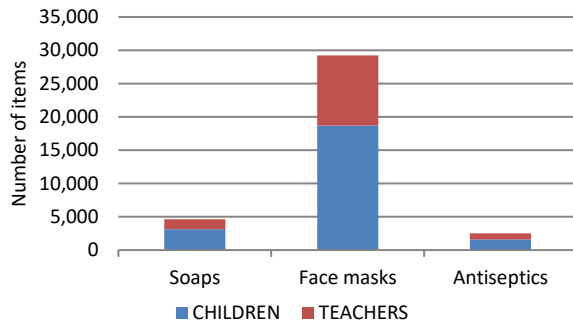


/Source: Education Rapid Needs Assessment (ERNA). N=10.

¹⁵ RCIs in Dushanbe, Kulob, Shamsiddin Shohin, Yovon, and Shahrinav.

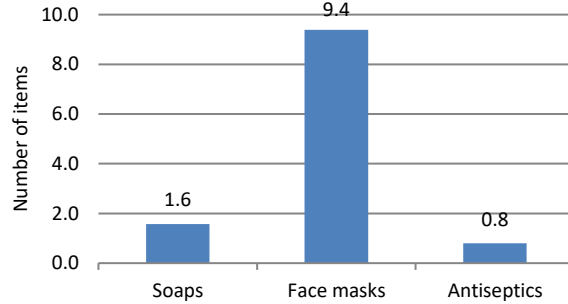
Based on total enrollment and number of teachers in 10 surveyed RCIs, monthly stock of sanitary items averaged 1.6 soaps per child, 9.4 face masks per child and 0.8 liters of antiseptics per child. These figures are low compared to average number of these items per teacher (4 soaps per teacher, 27.8 face masks per teacher, and 2.4 liters of antiseptics per teacher). These are averages for monthly use.

FIGURE 43: THE TOTAL NUMBER OF SANITARY ITEMS PROCURED BY SURVEYED RCIs IN THE LAST 30 DAYS.



/Source: Education Rapid Needs Assessment (ERNA). N=10.

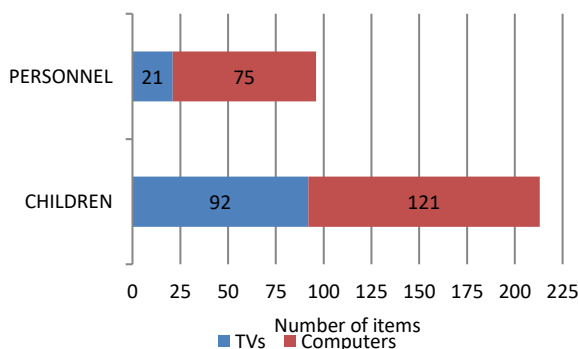
FIGURE 44: AVERAGE NUMBER OF SANITARY ITEMS PROCURED PER CHILD PER MONTH IN SURVEYED RCIs (AS PROCURED IN THE LAST 30 DAYS).



Responses further confirmed that 52 children (or 2.6% of total enrollment in 10 RCIs) demonstrated emotional distress due to likelihood of succumbing to virus infection or other sickness during school closure. Of these 52 children, 49 were enrolled in the Dushanbe RCI. In addition, two more children reportedly expressed concern about their families and two more children were under psychological stress. It is likely that the true number of children under stress is higher than what has been reported, not least due to limitations and a disincentive to report problems in residential care institutions.

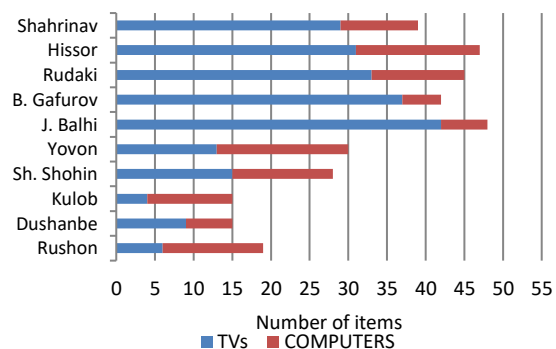
All surveyed RCIs have sufficient number of TVs and computers in working condition. Notably, RCIs in Shamsiddin Shohin and Yovon reported having one TV for children per each institution. Similarly, RCIs in Dushanbe, Shamsiddin Shohin, Jaloliddin Balhi and Bobojon Gafurov have only one computer for children per each institution. Other computers are reportedly used by administration, accountants and other personnel (e.g. teachers). Clearly, the material and technical base in these RCIs is very modest.

FIGURE 45: COMPUTERS AND TELEVISION SETS (TVs) AVAILABLE IN SURVEYED RCIs, 2019-2020 ACADEMIC YEAR.



/Source: Education Rapid Needs Assessment (ERNA). N=10.

FIGURE 46: AVERAGE NUMBER OF SANITARY ITEMS PROCURED PER CHILD PER MONTH IN SURVEYED RCIs (AS PROCURED IN THE LAST 30 DAYS).



At the same time, 50% of all surveyed RCIs had previously used TVs and computers for professional development of their teachers. These RCIs are located in Rushon, Kulob, Yovon, Bobojon Gafurov and Hissor. Similarly, same RCIs reportedly used TVs and computers for children's education and learning. For example, teachers from the RCI in Bobojon Gafurov had completed an e-course on sign language, while teachers from the RCI in Dushanbe had found online resources which helped them to learn about creative games for children with autism and Dawn syndrome, supported by Public Organization "Iroda."

Out of 10 surveyed RCIs, 7 reported that their facility is not connected to internet. Of those facilities that are connected, poor connectivity (often established through modems) is stated as the main constraint, such as when using email for communication and reporting purposes. In general, internet connectivity was found to be a significant problem among surveyed RCIs.

TABLE 8: WHAT ACTION(S) HAS YOUR RESIDENTIAL CARE INSTITUTION UNDERTAKEN IN THE PAST 30 DAYS TO IMPROVE SANITARY AND HYGIENIC CONDITIONS IN YOUR EDUCATIONAL FACILITY?

	Rushon	Dushanbe	Kulob	Sh. Shohin	Yovon	J. Balhi	B. Gafurov	Rudaki	Hissor	Shahrinav
Access to drinking water and clean water supply from an improved source	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes	Yes
Presence of clean toilets (ventilated and with hygienic items)	Yes	Yes	Yes	Yes	Yes	--	Yes	Yes	--	Yes
Presence of separate toilets for boys, girls and personnel	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Presence of common toilets for boys and girls, and separate toilets for personnel	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Facility enables boys and girls to have personal space (day and night)	Yes	Yes	Yes	--	Yes	Yes	--	--	--	Yes
Presence of handrails, and sanitary and hygienic items (within 5m from toilets)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes	Yes

/Source: Education Rapid Needs Assessment (ERNA). N=10.

Text messaging is infrequently used by surveyed RCIs for communication with teachers and parents. RCIs in Jaloliddin Balhi and Bobojon Gafurov rayons stated that they have used text messaging tools for communication between RCI administrations and teachers; and these same RCIs, as well as the RCI in Rushon, have used text messaging tools for communication between teachers and parents. Only one RCI in Yovon claimed to have communicated with children's parents, relatives or guardians by email, i.e. through the use of internet.

Monthly communication costs among surveyed RCIs averaged between 100 somoni and 299 somoni (RCIs in Dushanbe, Kulob, Shamsiddin Shohin and Shahrinav), while other RCIs also mentioned to have paid less than 100 somoni per month (Rushon, Yovon and Rudaki). One RCI in Bobojon Gafurov argued that their monthly communication cost averaged between 500 somoni and 999 somoni.¹⁶

¹⁶ Two RCIs refused to answer the question about monthly communication costs (Internet and telephone).

Children's indoor and outdoor playgrounds - for boys and for girls - exist in most surveyed RCIs. More specifically, RCI in Kulob stated that they only have outdoor space that is used as a playground and no indoor space is available.

9. FINANCING

9.1. General government budget

In 2020, aggregate government expenditures for education sector are planned at 5,004.7 million somoni or an equivalent of 20.5% of the general government budget. In real terms, this represents 5.7% of GDP. These are the figures which were quoted by the Ministry of Finance in line with the approved Law of the Republic of Tajikistan "On the State Budget of the Republic of Tajikistan for 2020."

Since then, the COVID-19 outbreak has resulted in reduction of trade and remittances volumes, further depreciation of Tajik somoni against U.S. dollar, and slowing business activity due to self-isolation and a high risk of coronavirus infection. To date, Ministry of Finance has not introduced changes to the general government budget, which would exceed 10% of approved expenditures.¹⁷ According to the Ministry of Finance, revenue outturn in the first five months of 2020 (i.e. over the period between January and May) has declined by 15.4%, which is modest compared to other Central Asian countries. The largest decline in revenue is attributed to income taxes (38% decline) and domestic value added tax (20% decline). The biggest fall in revenue collection was recorded in May 2020 when social distancing and other restrictive measures were in place. Aggregate tax revenue outturn in January-May 2020 fell short of the original plan by 14%, but is expected to pick up as the government eases off lockdown measures.

This modest decline in state revenues, and the financing channeled into the general government budget from international development partners - e.g., International Monetary Fund (IMF),¹⁸ Delegation of the European Union (EU),¹⁹ the Asian Development Bank (ADB), and others - have helped to compensate for a significant revenue shortfall, which was anticipated by stakeholders since the first case of COVID-19 was officially confirmed by the Ministry of Health and Social Protection of the Population (MoHSPP). For example, the Rapid Credit Facility (RCF) provided by IMF has helped the Ministry of Finance to increase its expenditure budget by at least 1.6 billion somoni and a further 400 million somoni for targeted social assistance to vulnerable population. These 1.6 billion somoni will also be used for anticipated salary raise of public sector employees in the social sectors, including by 15% in the education sector from September 2020.²⁰

In response to COVID-19 outbreak, the Ministry of Finance has revised down its revenue plan for 2020 from 26 billion somoni to 20.2 billion somoni. As explained earlier, revenue outturn in the first 5 months of 2020 presents a more optimistic picture than originally anticipated. The Ministry of Finance has also initiated fiscal consolidation measures, i.e. across-the-board reduction of aggregate capital expenditures by at least 1% and a 1.5% reduction of all non-statutory²¹ recurrent expenditures. Major budget lines, such as spending for the construction of Rogun hydro-power plant was also reduced by approximately 1.8 billion somoni, comprising about 3 billion somoni in 2020 after adjustment.

¹⁷ Should these changes exceed 10% of aggregate approved expenditures, the Ministry of Finance would require Parliamentary scrutiny.

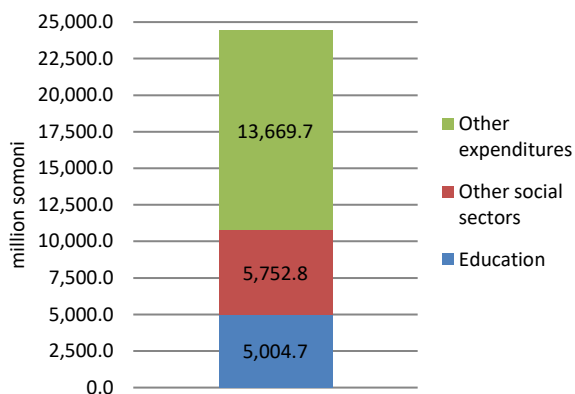
¹⁸ Rapid Credit Facility (RCF) for the Republic of Tajikistan in the amount of \$189.5 million for budget support to help meet fiscal needs.

¹⁹ Grant assistance in the amount of 48 million Euro and a loan in the amount of 30 million Euro through the European Investment Bank (EIB).

²⁰ This planned salary increase is in line with the announcement made by the Minister of Finance during a press conference in February 2020.

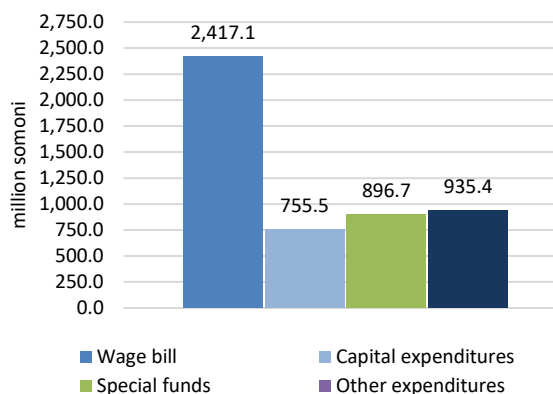
²¹ Statutory budget items include salary payments (i.e. wage bill), utility payments, social assistance, and debt payments.

FIGURE 47: EDUCATION SECTOR EXPENDITURES AS A SHARE OF GENERAL GOVERNMENT BUDGET, FY'2020.



/Source: Ministry of Finance of the Republic of Tajikistan.

FIGURE 48: COMPOSITION OF EDUCATION SECTOR EXPENDITURES BY MAJOR ECONOMIC LINES, FY'2020.



These recent developments indicate that adequate fiscal consolidation measures and external financing are in place, which enables the Ministry of Finance to avoid major reduction in expenditures, particularly in the social sectors. This also means that although non-salary expenditures are withheld or delayed, they may be executed later in the financial year (e.g., during the third and fourth quarters).

The Ministry of Finance is now in the process of preparing amendments to the Law of the Republic of Tajikistan "On the State Budget of the Republic of Tajikistan for 2020" and submission to Parliament for review and approval in July. The plan is to have an amended budget legislation pass through Parliament at its (i.e. the Parliament's) last session in July 2020 before summer recess kicks in.

9.2. Spending on general secondary education

In 2020, public spending on general secondary education is planned at 2,060.3 million somoni (excluding expenditures incurred by general secondary educational institutions through special funds²² and under the republican budget²³). This is in fact 1.6% lower than aggregate spending on general secondary education in the previous year.

Public spending on general secondary education is the largest in Khatlon oblast, comprising 751.1 million somoni or 36.5% of aggregate expenditure in 2020, and followed by Soghd oblast (547.1 million somoni or 26.6% of aggregate expenditure) and DRS (503 million somoni or 24.4% of aggregate expenditure). All three regions account for almost 90% of total spending on general secondary education in Tajikistan.

Expected public spending on general secondary education is lower in 2020 than in the previous year in Dushanbe (by 6.3% year-on-year) and Soghd oblast (by 4.5% year-on-year). Since Dushanbe and Soghd oblast are not subsidy-dependent municipalities and often provide a range of paid educational services, it is expected that the balance will be covered through own revenue generated by schools in these geographic localities.

On average, public spending per one general secondary educational institution is estimated to equal 530,454 somoni in 2020 (compared with 541,221 somoni in 2019), although reduction of the overall

²² In other words, excluding discretionary expenditures of schools based on revenue from the provision of paid services.

²³ Such as a number of residential care institutions (RCIs) and schools which receive funding from the republican budget.

resource envelope for general secondary education remains a possibility in the current socio-economic environment. Regional differences in average per-school public spending are mostly explained by the difference in average enrollment in each region. For instance, in the 2019-2020 academic year there are 122 children per one school in GBAO, compared to 1,415 children per one school in Dushanbe. Hence such notable difference in average public spending per one school between GBAO and Dushanbe.

FIGURE 49: TOTAL PUBLIC SPENDING ON GENERAL SECONDARY EDUCATION BY REGIONS, 2019-2020.

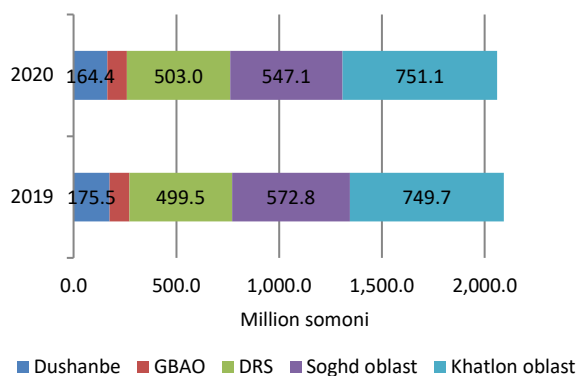
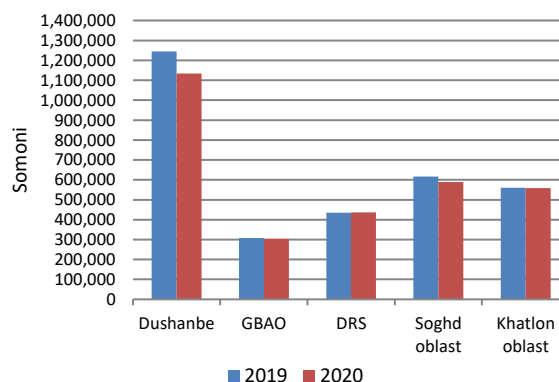


FIGURE 50: AVERAGE PUBLIC SPENDING ON GENERAL SECONDARY EDUCATION PER ONE SCHOOL (BY REGIONS), 2019-2020.



/Source: Ministry of Finance of the Republic of Tajikistan.

Budget data from the Ministry of Finance for FY'2020 suggests that, on average, public spending per one child in general secondary education equals 1,013 somoni. These averages differ by geography, e.g. per-child public spending in GBAO is 2,485 somoni, while in Soghd oblast and Khatlon oblast it is equivalent to approximately 998 somoni (see Figure 51).

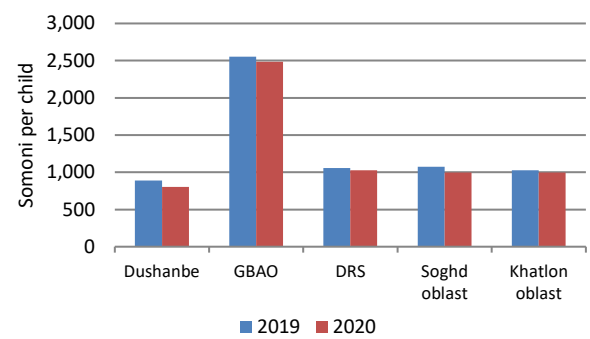
As in the previous years, the majority of public spending is allocated for salaries of workers of general secondary educational institutions. In 2020, 88.9% of aggregate expenditure represents the total wage bill of all school workers, including teachers. This leaves 9.1% for non-salary recurrent expenditure (such as purchase of inventory or stationery, minor repairs or maintenance, and so on) and 2% for capital expenditure (such as construction of classrooms/buildings and capital repairs). Therefore, should there be cuts to the overall public resource envelope for the Republic of Tajikistan, this would only affect about 10% of public spending for general secondary education. This is because salary payments and utility payments²⁴ are regarded as "protected" (or statutory) budget items in accordance with the Law of the Republic of Tajikistan "On the State Budget for 2020" (Article 18)²⁵ and must be paid for regardless of revenue shortfall or other changes to respective budgets of republican or sub-national governments.

Regionally, the proportion of wage bill in aggregate expenditure on general secondary education varies from 79.6% in GBAO and 82% in Dushanbe to 90.1% in Khatlon oblast and 91.9% in Soghd oblast (see Figure 53). Furthermore, budget data provided in Annex 6 shows that there are at least 8 districts (out of 68 districts in Tajikistan) with enrollment of 212,563 children - or 10.5% of total enrollment in general secondary education - where non-salary expenditure represent less than 5% of their annual resource envelope from the general government budget. This means that 337 schools in these 8 districts face significant financial constraints and have little resources which they may spend on non-salary purposes.

²⁴ Among surveyed schools, utility payments comprised on average 6.4% of total school budget.

²⁵ Other "protected" (or statutory) budget lines include social payments, stipends, pensions and utility payments.

FIGURE 51: AVERAGE PUBLIC SPENDING ON GENERAL SECONDARY EDUCATION PER ONE CHILD (BY REGIONS), 2019-2020.



/Source: Ministry of Finance of the Republic of Tajikistan.

FIGURE 52: PUBLIC SPENDING ON GENERAL SECONDARY EDUCATION BY MAIN ECONOMIC CATEGORIES, FY'2020.

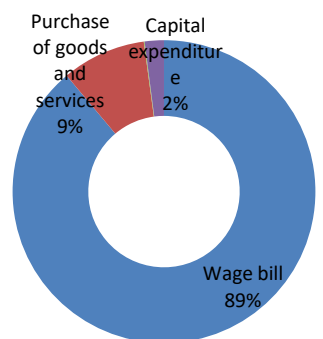
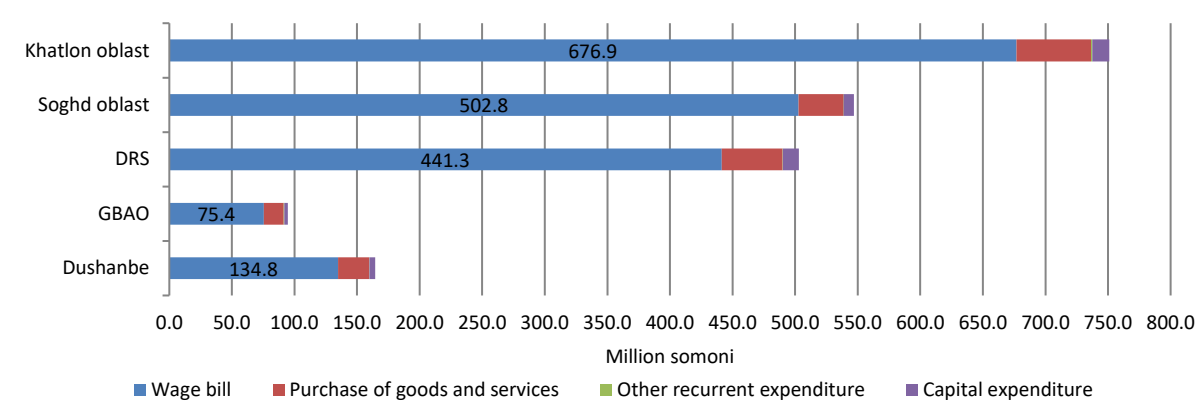


FIGURE 53: PUBLIC SPENDING ON GENERAL SECONDARY EDUCATION BY MAIN ECONOMIC CATEGORIES (BY REGIONS), FY'2020.



/Source: Ministry of Finance of the Republic of Tajikistan.

In 2020, on average, salaries will account for 97.3% of total spending in 58 schools in Shahrinav district (in DRS), or 23.5 million somoni out of budgeted 24.1 million somoni. This means that 58 schools in Shahrinav district have only 648,629 somoni for non-salary expenditure over the course of 2020. The situation is broadly similar in other districts - e.g., Jabbor Rasulov, Asht, Istiqlol, Mastchoh, Kushoniyon, Shahrituz, and others.

For instance, 1,712 schools in 30 out of 68 districts in Tajikistan - with total enrollment of 893,483 children, representing 43.9% of total enrollment in general secondary education - have 90% or more of their budgets earmarked for salary payments. This means that almost half of all schools in Tajikistan 'control' only about 10% or less of their respective annual budgets. Any COVID-19 related revenue shortfall or budget cuts initiated by the Ministry of Finance will affect non-salary and non-utility expenditure, which represents, on average, 10% of public spending for general secondary education.

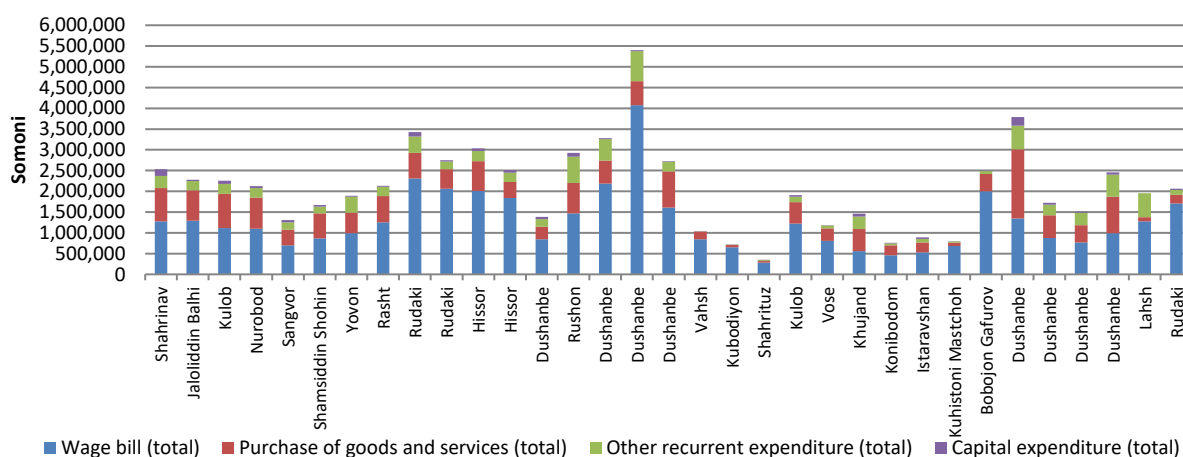
The survey had only captured 60 schools and 10 residential care institutions (RCIs). As such, this is small share of all general secondary educational institutions in Tajikistan. The financial situation at school level is not different from national or regional averages, although some variations exist depending on size of school and its location.

In the first quarter of 2020, i.e. in January-March, public spending was in line with budgeted figures and averaged 22.4% of total resources allocated for the year. Most surveyed schools spent between 18-22% of their annual resource envelope in the first three months of 2020, which represents a good outturn with few deviations. One such deviation is Istaravshan district where 75 schools spent only about 4.1% of their annual allocations during the first quarter. A combination of low revenue outturn in January-March and technical issues were mentioned as the reasons for such low expenditure outturn. This has resulted in delayed salary payments to education workers in these schools and withholding of other expenses which schools required to maintain effective operations. All other surveyed schools reported no such issues and claimed that their expenditure outturn was in line with earlier estimates at the start of the financial year. School-level budget data from the Ministry of Finance confirm this observation.

Public spending of RCIs in FY'2020 is shown in Annex 8. The 10 surveyed RCIs reported total enrollment of 1,991 children and annual resource envelope of 23.5 million somoni for FY'2020. This translates into an average of 11,799 somoni per child in 10 surveyed RCIs. Budget data has also been obtained for a larger cohort of RCIs in Tajikistan - namely, 33 out of 38 RCIs.²⁶ On average, 33 RCIs for which budget data was available expect to spend 68.7 million somoni over the course of 2020, which is equivalent to about 2.1 million somoni per RCI in 2020.

While per-child and per-institution spending in RCIs compares favorably with other general secondary educational institutions, RCIs often lack own sources of revenue such as through the provision of paid services. This is because enrollment in RCIs mostly consists of children from vulnerable households (or orphans; children without parents or guardians; etc.). Therefore, although RCIs have a relatively higher proportion of their budgets which can be spent at their own discretion - i.e. non-salary and non-utility expenditure - than other schools, the technical and material base, as well as the condition of facilities used by RCIs, requires significant investment and modernization in order to ensure effective provision of educational services for vulnerable children and children with special needs. In the absence of such investment from the state budget, and a severely limited fiscal space, suggests that re-directing of resources may be required to different and more cost-effective educational services.

FIGURE 54: PUBLIC SPENDING ON RESIDENTIAL CARE INSTITUTIONS IN GENERAL SECONDARY EDUCATION BY MAIN ECONOMIC CATEGORIES, 2020.

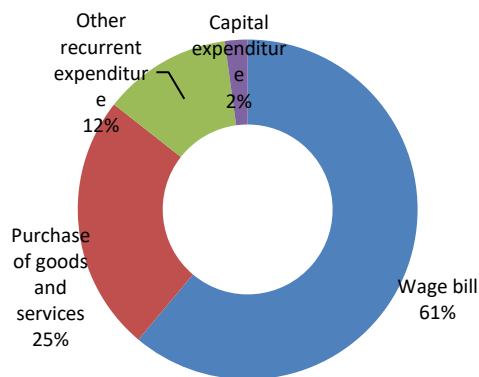


/Source: Ministry of Finance of the Republic of Tajikistan.

²⁶ EMIS data for the 2019-2020 academic year suggests that there are 43 residential care institutions, 5 of which are boarding schools for gifted children. Therefore, for the purpose of ERNA exercise, boarding schools for gifted children were not counted and intentionally excluded.

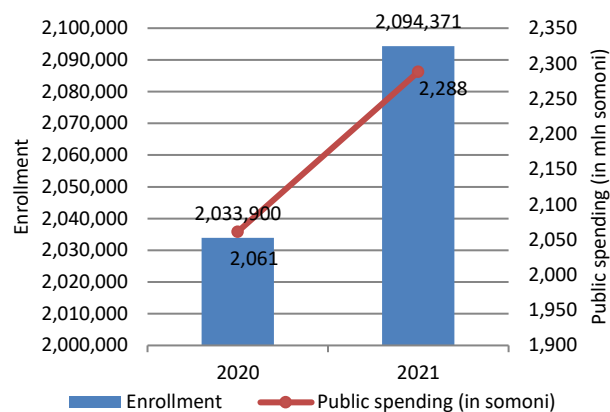
To capture the effect of COVID-19 outbreak and school closure, a longer period needs to be looked at - ideally, the first 6 months of 2020, particularly given that the first coronavirus case in Tajikistan was officially recorded on 30 April 2020 and school closure was imposed on 27 April 2020. Therefore, the period between May-June is probably the most adverse in term of its effect on school financing. At the time of preparing the ERNA Summary Report, district-level or school-level budget data for May-June was unavailable which limits further analysis of the lagged effect of school closure.

FIGURE 55: PUBLIC SPENDING ON RESIDENTIAL CARE INSTITUTIONS IN GENERAL SECONDARY EDUCATION BY MAIN ECONOMIC CATEGORIES, FY'2020.



/Source: Ministry of Finance of the Republic of Tajikistan.

FIGURE 56: ENROLLMENT AND PUBLIC SPENDING IN GENERAL SECONDARY EDUCATION, 2020-2021 (2020 - EXPECTED; 2021 - FORECAST).



Looking forward, the inflow of new entrants in the 1st grade of primary education in the next 2020-2021 academic year will put an additional strain on public spending for general secondary education. Earlier forecasts for next academic year suggest that total enrollment is likely to comprise 2,094,371 children, with an estimated 220,863 new entrants in the 1st grade of primary education. Assuming that the average number of children per classroom will remain unchanged year-on-year (at 23.2 children per classroom in the 2019-2020 academic year), accommodating new entrants will require approximately 9,510 additional classrooms. Earlier estimates by the Ministry of Finance, which may further change with the adoption of an amended budget legislation in July, showed that the state budget for general secondary education is projected to increase by 11% nominally year-on-year, reaching about 2,288.1 million somoni in 2021. This means that a projected 3% rise in enrollment will be mitigated by an 11% increase in overall resource envelope for general secondary education.

ANNEX 1: PREVENTIVE MEASURES UNDERTAKEN BY SCHOOLS

TABLE 9: WHAT ACTIONS HAVE SCHOOLS IN YOUR DISTRICT/CITY TAKEN TO INTRODUCE PREVENTIVE MEASURES AGAINST (OR INCREASE AWARENESS ABOUT) THE COVID-19 OUTBREAK? (AS RESPONDED BY DEDs/REDs).

	1st	2nd	3rd	TOTAL
Community-focused information sessions about COVID-19	28	7	1	36
Dissemination of information booklets within the school facility	12	12	2	26
Group sessions with children on protection of personal hygiene	3	9	6	18
Meetings with parents (e.g., through parent-teacher associations)	8	5	2	15
Procurement of disinfectants and sanitizers for schools	2	6	3	11
Regular disinfection of school facility	2	3	3	8
Making information calls to children and school workers	1	2	0	3
Information sharing through social networks	1	1	1	3
Broadcasting through TV channels	1	1	0	2
Information sharing through local newspapers	0	0	1	1
Broadcasting through radio channels	0	0	1	1
TOTAL:	58	46	20	

/Source: Education Rapid Needs Assessment (ERNA). N=58. Note: Not all DEDs/REDs responded to the question.

TABLE 10: WHAT ACTIONS HAS YOUR SCHOOL TAKEN TO INTRODUCE PREVENTATIVE MEASURES AGAINST (OR INCREASE AWARENESS ABOUT) THE COVID-19 OUTBREAK? (AS RESPONDED BY SCHOOLS).

	1st	2nd	3rd	TOTAL
Community-focused information sessions about COVID-19	24	7	2	33
Dissemination of information booklets within the school facility	10	6	2	18
Group sessions with children on protection of personal hygiene	1	11	5	17
Meetings with parents (e.g., through parent-teacher associations)	4	11	1	16
Making information calls to children and school workers	3	6	5	14
Setting up information boards within the school facility	3	4	3	10
Home visits to children's and teachers' families	4	3	2	9
Meetings with medical professionals to raise awareness about risks	2	3	4	9
Regular disinfection of school facility	5	0	1	6
Procurement of disinfectants and sanitizers for schools	0	0	3	3
Broadcasting of informative ads through radio channels	0	2	0	2
Alerts and information sharing through text messaging	0	0	2	2
Information sharing through local newspapers	0	0	1	1
Broadcasting of informative ads through local TV channels	0	1	0	1
TOTAL:	56	54	31	

/Source: Education Rapid Needs Assessment (ERNA). N=56. Note: Not all school administrators responded to the question.

ANNEX 2: PLANS TO CONTINUE EDUCATION DURING SCHOOL CLOSURE

TABLE 11: HOW DOES YOUR EDUCATION DEPARTMENT PLAN TO ENSURE CONTINUED LEARNING AND EDUCATION FOR CHILDREN DURING TEMPORARY SCHOOL CLOSURE? (AS RESPONDED BY DEDS/REDS)²⁷

Sector/Area	1st	2nd	3rd	4th	5th	TOTAL
Home schooling	21	9	1	3	1	35
Use telephone to assign/supervise children	10	5	1	2	0	18
Ensure greater parental supervision/support	3	6	5	0	2	16
Use text messaging groups for communication	4	5	4	0	0	13
Use TV channels to broadcast learning events	4	3	3	2	0	12
TBD (based on instruction from MoES)	6	1	0	0	0	7
Roll out distance learning courses	3	2	0	1	0	6
Teachers will be encouraged to visit children's homes	3	0	2	0	0	5
Carry out explanatory work with children and teachers	2	2	0	0	0	4
Encourage to use email for communication	2	1	0	0	0	3
Encourage to use internet for learning	1	1	1	0	0	3
Preparation of competition participants	0	1	1	0	0	2
Encourage children to undertake self-testing at home	0	1	0	1	0	2
Encourage children/teachers to learn computer skills	0	1	0	0	0	1
Distribute learning materials among children/teachers	0	1	0	0	0	1
Exam preparation (for graduating students)	0	0	0	0	1	1
Encourage children/teachers to learn languages	0	0	0	1	0	1
Allow limited access to school library for children	0	0	1	0	0	1
Use social networks for communication	0	0	1	0	0	1
Encourage supervision of children by older siblings	0	0	1	0	0	1
Encourage children to read textbooks on their own	1	0	0	0	0	1
Teachers and supervisors contact parents	0	1	0	0	0	1
Use video conferencing for communication/supervision	0	0	1	0	0	1
Class supervisors encouraged to visit children's homes	0	1	0	0	0	1
Work at home through assignments	1	0	0	0	0	1
Encourage children/teachers to learn writing skills	0	0	0	1	0	1
TOTAL:	61	41	22	11	4	

/Source: Education Rapid Needs Assessment (ERNA). N=61.

²⁷ Representatives of DEDs/REDS were asked to provide up to five (5) responses in the order of priority.

TABLE 12: HOW DOES YOUR EDUCATIONAL INSTITUTION PLAN TO ENSURE CONTINUED LEARNING AND EDUCATION FOR CHILDREN DURING TEMPORARY SCHOOL CLOSURE? (AS RESPONDED BY SCHOOLS)²⁸

Sector/Area	1st	2nd	3rd	4th	5th	TOTAL
Home schooling	16	8	0	0	0	24
Use telephone to assign/supervise children	9	6	7	1	0	23
Ensure greater parental supervision/support	2	8	6	6	1	23
Teachers will be encouraged to visit children's homes	3	6	5	0	0	14
Use text messaging groups for communication	2	5	1	0	0	8
Encourage to use internet for learning	2	0	1	1	2	6
Do nothing (because schools are closed)	6	0	0	0	0	6
Use TV channels to broadcast learning events	3	1	0	2	0	6
Roll out distance learning courses	4	1	0	0	0	5
Encourage children to undertake self-testing at home	0	0	3	2	0	5
Implement curriculum adaptation for distance learning	2	0	1	0	0	3
Prepare children who are competition participants	0	2	0	0	0	2
Use social networks for communication	0	2	0	0	0	2
Distribute learning materials on CDs	1	0	0	1	0	2
Allow limited access to school library for children	0	0	0	1	0	1
Encourage children/teachers to learn writing skills	0	1	0	0	0	1
TOTAL:	50	40	24	14	3	

/Source: Education Rapid Needs Assessment (ERNA). N=50. Not all schools provided responses.

²⁸ Representatives of school administrations were asked to provide up to five (5) responses in the order of priority.

ANNEX 3: PERCEIVED RISKS FOR SCHOOLCHILDREN

TABLE 13: IN YOUR OPINION, WHAT ARE THE MAIN RISKS FOR CHILDREN DURING TEMPORARY SCHOOL CLOSURE WHEN LEARNING AND EDUCATION ACTIVITIES ARE STOPPED? (RESPONDED BY DEDs/REDs)²⁹

Sector/Area	1st	2nd	3rd	4th	5th	TOTAL
Falling behind the curriculum	25	6	4	0	0	35
Procrastination	8	5	4	5	0	22
Declining quality of education	8	8	1	0	0	17
Lack of supervision	2	6	5	2	1	16
Children will not study independently	3	9	2	0	0	14
Engaging in petty crimes	1	2	5	1	3	12
Wandering the streets	4	4	2	1	0	11
Likely to engage in household labor	3	4	2	0	1	10
Succumbing to sickness	2	3	1	0	1	7
Worsening discipline	0	1	1	3	2	7
Illiteracy	2	2	1	1	0	6
Lack of direct teacher support	1	1	2	1	0	5
Emotional distress	1	0	0	2	1	4
Excessive TV viewing	0	0	3	0	0	3
Radicalization	0	1	1	0	0	2
Higher risk of child abuse	0	0	1	1	0	2
Early marriage	0	0	0	1	0	1
Delayed development	0	0	1	0	0	1
Poor hygiene	0	0	1	0	0	1
Limited parent-teacher interaction	0	1	0	0	0	1
Declining level of knowledge	1	0	0	0	0	1
No risk	1	0	0	0	0	1
Self-medication	0	0	0	0	1	1
TOTAL:	62	53	37	18	10	

/Source: Education Rapid Needs Assessment (ERNA). N=62. Not all DEDs/REDs provided responses.

²⁹ Representatives of DEDs/REDs were asked to provide up to five (5) responses in the order of priority.

TABLE 14: IN YOUR OPINION, WHAT ARE THE MAIN RISKS FOR CHILDREN DURING TEMPORARY SCHOOL CLOSURE WHEN LEARNING AND EDUCATION ACTIVITIES ARE STOPPED? (AS RESPONDED BY SCHOOLS)³⁰

Sector/Area	1st	2nd	3rd	4th	5th	TOTAL
Falling behind the curriculum	24	6	6	2	0	38
Declining quality of education	7	2	3	1	0	13
Worsening discipline	1	4	4	3	0	12
Lack of supervision	2	8	1	1	0	12
Emotional distress	3	4	2	2	0	11
Children will not study independently	1	5	2	1	2	11
Engaging in petty crimes	2	2	5	1	0	10
Procrastination	0	6	2	1	0	9
Succumbing to sickness	7	1	0	0	1	9
Limited communication with peers	1	2	4	1	0	8
Illiteracy	3	3	0	1	0	7
Wandering the streets	2	0	2	1	0	5
De-socialization	1	2	1	0	0	4
Lack of direct teacher support	1	1	1	1	0	4
Likely to engage in household labor	0	1	1	1	0	3
Limited preparation for entrance exams	0	0	1	1	0	2
Radicalization	0	2	0	0	0	2
Difficult to assess learning outcomes	0	0	0	1	0	1
TOTAL:	55	49	35	19	3	

/Source: Education Rapid Needs Assessment (ERNA). N=55. Not all schools provided responses.

³⁰ Representatives of school administrations were asked to provide up to five (5) responses in the order of priority.

ANNEX 4: PERCEIVED RISKS FOR TEACHERS AND OTHER SCHOOL WORKERS

TABLE 15: IN YOUR OPINION, WHAT ARE THE MAIN RISKS FOR TEACHERS AND OTHER SCHOOL WORKERS DURING TEMPORARY SCHOOL CLOSURE WHEN LEARNING AND EDUCATION ACTIVITIES ARE STOPPED? (RESPONDED BY DEDS/REDS)³¹

Sector/Area	1st	2nd	3rd	4th	5th	TOTAL
Seeking other paid work	11	7	5	1	0	24
Reduction in income	15	5	1	0	0	21
Economic hardship	4	12	3	1	1	21
Declining pedagogical knowledge	8	3	7	1	0	19
Lack of pedagogical experience	5	9	3	0	0	17
Succumbing to sickness	6	5	3	2	0	16
Emotional distress	4	3	6	0	1	14
Limited communication with children	1	5	0	3	1	10
Decreased work activity	4	0	0	0	0	4
No risk	2	0	0	0	0	2
Declining quality of education	1	0	0	0	0	1
Deteriorating family relationship	0	0	0	1	0	1
Radicalization	0	0	0	1	0	1
Petty crimes	1	0	0	0	0	1
TOTAL:	62	49	28	10	3	

/Source: Education Rapid Needs Assessment (ERNA). N=62. Not all DEDs/REDS provided responses.

TABLE 16: IN YOUR OPINION, WHAT ARE THE MAIN RISKS FOR TEACHERS AND OTHER SCHOOL WORKERS DURING TEMPORARY SCHOOL CLOSURE WHEN LEARNING AND EDUCATION ACTIVITIES ARE STOPPED? (AS RESPONDED BY SCHOOLS)³²

Sector/Area	1st	2nd	3rd	4th	5th	TOTAL
Declining pedagogical knowledge	8	7	8	1	0	24
Lack of pedagogical experience	14	5	1	2	0	22
Emotional distress	9	4	2	0	3	18
Economic hardship	5	8	3	1	0	17
Reduction in income	3	6	2	0	0	11
Limited communication with children	1	2	4	2	1	10
Succumbing to sickness	4	1	3	1	0	9
Declining quality of education	2	3	0	1	0	6
Seeking other paid work	3	1	2	0	0	6
No risk	1	0	0	0	0	1
Don't know	1	0	0	0	0	1
TOTAL:	51	37	25	8	4	

/Source: Education Rapid Needs Assessment (ERNA). N=51. Not all schools provided responses.

³¹ Representatives of DEDs/REDS were asked to provide up to five (5) responses in the order of priority.

³² Representatives of school administrations were asked to provide up to five (5) responses in the order of priority.

ANNEX 5: PREVENTIVE MEASURES TAKEN BY DEDs/REDs AND SCHOOLS

TABLE 17: WHAT PREVENTIVE MEASURES OR ACTIONS WERE UNDERTAKEN BY YOUR SUB-NATIONAL GOVERNMENT DURING TEMPORARY SCHOOL CLOSURE? (RESPONDED BY DEDs/REDs)³³

Sector/Area	1st	2nd	3rd	4th	5th	TOTAL
Undertaking information campaigns (on COVID-19)	15	13	6	1	0	35
Disinfection of school facilities	17	4	4	0	0	25
Procurement of disinfectants	1	9	4	1	0	15
Creation of a multi-agency working group	6	2	2	2	1	13
Economical use of land (to produce vegetables/fruits)	4	2	2	1	1	10
Emphasizing greater attention to personal hygiene	6	1	2	1	0	10
Monitoring health condition of workers	0	4	5	0	0	9
Distribution of information bulletins	0	6	2	0	0	8
Safeguarding paid leave for sick workers	4	3	1	0	0	8
Requirement to wear face masks	2	1	1	2	0	6
Supporting financially disadvantaged teachers	1	1	2	1	0	5
Economical use of funds (i.e. postponing expenditures)	1	1	0	2	0	4
Ensuring greater supervision by govt. administration	2	0	0	1	0	3
Regular communication with parents	0	1	1	0	1	3
Introduction of social distancing measures	1	1	0	0	1	3
Procurement of food supplies for children and workers	0	0	1	0	0	1
Facilitation of home schooling	1	0	0	0	0	1
Information sessions with medical professionals	0	1	0	0	0	1
Nothing (no action has been taken)	1	0	0	0	0	1
Provision of psychological support for children/workers	1	0	0	0	0	1
TOTAL:	63	50	33	12	4	

/Source: Education Rapid Needs Assessment (ERNA). N=63. Not all DEDs/REDs provided responses.

³³ Representatives of DEDs/REDs were asked to provide up to five (5) responses in the order of priority.

TABLE 18: WHAT PREVENTATIVE MEASURES OR ACTIONS WERE UNDERTAKEN BY YOUR SCHOOL DURING TEMPORARY SCHOOL CLOSURE? (AS RESPONDED BY SCHOOLS)³⁴

Sector/Area	1st	2nd	3rd	4th	5th	TOTAL
Undertaking information campaigns	17	10	8	5	1	41
Disinfection of school facility	15	6	6	8	4	39
Procurement of disinfectants	8	14	11	3	0	36
Emphasizing greater attention to personal hygiene	5	2	3	1	1	12
Ensuring greater supervision by administration	1	6	0	0	0	7
Requirement to wear face masks	0	2	3	2	0	7
Information sessions with medical professionals	0	1	1	2	1	5
Procurement of food supplies	1	3	0	0	0	4
Distribution of information bulletins	0	2	0	2	0	4
Supporting financially disadvantaged teachers	0	2	2	0	0	4
Teachers allowed to work flexible shifts	2	0	1	0	0	3
Introduction of social distancing measures	1	0	1	0	1	3
Procurement of disinfection equipment	0	0	1	1	0	2
Economical use of land (to provide meals)	1	1	0	0	0	2
Setting up information stands	0	0	1	1	0	2
Handrails installed	0	0	2	0	0	2
Provision of psychological support	2	0	0	0	0	2
Creation of a multi-agency working group	1	0	0	0	1	2
Facilitation of home schooling	0	1	0	0	0	1
Greater coordination with sub-national government	0	1	0	0	0	1
Facilitation of support from private sector	0	0	1	0	0	1
Economical use of funds (i.e. postponing expenditures)	1	0	0	0	0	1
Temporary closure of street toilet at school	0	0	1	0	0	1
Repairing/Maintenance of toilets	0	0	0	1	0	1
Ensuring supply of clean water in school	1	0	0	0	0	1
Greater outreach of teachers to parents	0	1	0	0	0	1
Nothing	1	0	0	0	0	1
TOTAL:	57	52	42	26	9	

/Source: Education Rapid Needs Assessment (ERNA). N=57. Not all schools provided responses.

³⁴ Representatives of school administrations were asked to provide up to five (5) responses in the order of priority.

ANNEX 6: PUBLIC SPENDING ON GENERAL SECONDARY EDUCATION IN TAJIKISTAN (PLAN), 2020

#	District/City	Total no. of schools	Total enrollment	Wage bill (total)	Purchase of goods and services (total)	Other recurrent expenditure (total)	Capital expenditure (total)	TOTAL
DUSHANBE:		145	205,103	134,788,774	24,821,636	221,800	4,595,064	164,439,274
1.	Ismoili Somoni	26	31,279	21,116,306	4,923,534	84,800	1,088,000	27,224,640
2.	Sino	60	82,779	56,681,971	7,074,164	19,000	1,358,315	65,133,450
3.	Firdavsi	30	51,242	32,431,953	7,014,116	20,500	1,472,479	40,939,048
4.	Shohmansur	29	39,803	24,558,544	5,809,822	97,500	676,270	31,142,136
GBAO:		312	38,123	75,433,666	16,021,414	336,978	2,933,651	94,725,708
1.	Darvoz	48	4,059	8,969,663	2,005,697	47,711	284,118	11,307,188
2.	Vanj	50	5,731	11,216,059	2,030,115	48,621	202,863	13,497,658
3.	Ishkoshim	45	5,225	10,959,855	3,291,062	90,920	785,909	15,127,746
4.	Murghob	13	2,515	6,502,635	999,796	0	65,000	7,567,431
5.	Roshtqala	41	4,512	10,321,929	2,061,633	33,864	409,480	12,826,906
6.	Rushon	44	4,226	9,715,410	1,887,456	37,594	167,940	11,808,400
7.	Khorog	15	5,810	5,030,822	1,067,857	16,166	176,115	6,290,960
8.	Shugnon	56	6,045	12,717,293	2,677,798	62,102	842,226	16,299,419
DRS:		1,153	490,062	441,279,783	48,740,359	225,156	12,732,799	502,978,097
1.	Varzob	64	17,825	19,005,439	1,840,331	0	742,176	21,587,946
2.	Vahdat	152	78,962	73,568,617	5,039,639	13,900	342,758	78,964,914
3.	Hissar	131	70,127	58,586,241	6,667,223	0	2,278,959	67,532,423
4.	Lahsh	61	12,671	17,373,394	1,071,089	0	144,619	18,589,102
5.	Nurobod	85	17,140	18,600,480	2,356,172	37,700	130,200	21,124,552
6.	Roghun	42	9,747	12,027,519	1,522,601		2,441,235	15,991,355
7.	Rasht	113	28,251	28,343,001	4,194,909	51,156	1,100,821	33,689,887
8.	Rudaki	162	129,375	92,944,005	12,286,138	89,200	3,248,240	108,567,583
9.	Sangvor	58	5,047	8,350,090	2,333,362	0	477,812	11,161,264
10.	Tojikobod	38	10,053	10,338,909	1,390,954	21,950	207,377	11,959,190
11.	Tursunzoda	125	63,218	57,271,717	5,983,347	0	889,542	64,144,605
12.	Fayzobod	64	23,456	21,373,259	3,471,973	11,250	663,052	25,519,534
13.	Shahrinav	58	24,190	5,399,621	582,621	0	66,008	24,145,741
SOGHD OBLAST:		929	547,926	502,843,614	35,849,946	133,153	8,266,303	547,365,867
1.	Ayni	66	18,501	25,156,378	1,629,130	0	583,778	27,369,286
2.	Asht	74	35,152	35,823,770	1,068,024	0	200,918	37,092,712
3.	Bobojon Gafurov	90	72,513	59,073,097	5,683,209	0	1,280,486	66,036,792
4.	Devashtich	68	37,830	36,191,519	2,744,531	51,452	699,579	39,687,081
5.	Zafarobod	25	15,482	14,380,102	506,719	2,650	302,145	15,191,616
6.	Istaravshan	75	59,192	52,598,956	2,997,614	11,393	781,633	56,389,596
7.	Isfara	84	49,424	45,444,357	3,473,706	3,500	652,270	49,573,833

8.	Guliston	15	9,735	8,937,435	2,516,711	0	83,994	11,538,140
9.	Konibodom	55	34,466	30,062,069	3,599,012	23,583	750,811	34,435,475
10.	Kuhistoni Mastchoh	34	5,503	9,688,406	788,543	0	139,212	10,616,161
11.	Mastchoh	46	25,198	24,233,873	746,087	0	156,785	25,136,745
12.	Panjakent	132	62,231	60,663,690	3,100,675	0	1,386,831	65,151,196
13.	Jabbor Rasulov	42	28,273	26,579,384	817,006	0	102,032	27,498,422
14.	Spitamen	35	29,722	25,556,225	980,767	17,736	249,403	27,076,982
15.	Istiqlol	6	2,615	3,609,600	127,500	0	3,000	3,740,100
16.	Khujand	47	42,460	27,587,370	3,831,746	0	646,493	32,065,609
17.	Buston	13	10,089	6,894,049	891,790	0	117,860	7,903,699
18.	Shahriston	22	9,540	10,363,334	347,176	22,839	129,073	10,862,422
KHATLON OBLAST:		1,345	752,686	676,856,231	59,621,346	877,139	13,704,060	751,872,777
1.	Baljuvon	46	7,187	10,302,500	678,430	8,720	14,200	11,003,850
2.	Kushoniyon	59	54,020	45,470,944	2,119,379	17,345	448,331	48,055,999
3.	Vahsh	64	44,909	38,136,693	2,963,223	63,897	736,297	41,900,110
4.	Vose	72	49,120	43,759,284	2,375,538	88,500	426,113	46,649,435
5.	Dangara	79	38,549	33,973,956	3,727,489	14,329	366,382	38,082,156
6.	Abdurahmoni Jomi	64	41,506	33,219,910	4,066,908	19,656	1,121,646	38,428,120
7.	Dusti	46	25,681	23,291,956	1,980,282	14,000	801,424	26,194,510
8.	Kubodiyon	61	39,610	32,944,485	3,922,733	84,440	1,186,191	38,137,849
9.	Kulob	58	48,749	42,408,377	2,390,500	41,790	600,475	45,441,142
10.	Jayhun	45	31,792	26,437,315	2,563,790	0	1,153,624	30,154,729
11.	Bohtar	21	25,431	19,384,489	1,929,053	27,600	434,556	21,775,698
12.	Muminobod	59	20,124	22,134,330	1,455,515	34,500	193,696	23,818,041
13.	Nosiri Husrav	26	9,181	10,099,362	814,081	0	139,770	11,053,213
14.	Norak	31	14,901	14,214,120	2,007,945	18,000	430,014	16,670,079
15.	Panj	52	26,788	26,285,415	1,445,342	18,810	276,821	28,025,388
16.	Levakand	15	11,971	10,235,431	839,636	32,100	267,112	11,374,279
17.	Temurmaliq	46	14,055	16,119,002	831,545	0	150,483	17,101,030
18.	Farhor	70	37,410	33,832,700	3,655,711	0	468,322	37,956,733
19.	Hamadoni	50	31,702	25,203,024	6,323,706	8,250	1,148,367	32,683,347
20.	Hovaling	49	12,199	15,132,768	820,814	3,500	97,500	16,054,582
21.	Huroson	61	28,717	26,292,762	2,037,235	44,500	696,889	29,071,386
22.	Jaloliddin Balhi	72	43,934	38,666,155	2,368,498	124,200	571,007	41,734,860
23.	Shahrituz	53	28,043	26,425,665	1,538,461	0	0	28,667,279
24.	Shamsiddin Shohin	61	10,882	17,682,554	1,976,473	154,643	523,993	20,337,663
25.	Yovon	85	56,225	45,203,034	4,789,059	58,359	1,450,847	51,501,299
TOTAL:		3,884	2,033,900	1,831,202,068	185,054,701	1,794,226	42,231,877	2,060,282,872

/Source: Ministry of Finance of the Republic of Tajikistan.

ANNEX 7: PUBLIC SPENDING ON GENERAL SECONDARY EDUCATION IN TAJIKISTAN (OUTTURN), 2019

#	District/City	Total no. of schools	Total enrollment	Wage bill (total)	Purchase of goods and services (total)	Other recurrent expenditure (total)	Capital expenditure (total)	TOTAL
DUSHANBE:		141	196,916	136,744,328	29,572,184	2,874,380	6,348,548	175,539,440
1.	Ismoili Somoni	25	29,757	21,136,109	5,783,330	81,500	804,097	28,133,953
2.	Sino	58	78,913	57,841,608	7,846,239	2,678,880	2,577,080	68,366,727
3.	Firdavsi	30	50,026	33,094,828	8,421,321	20,500	2,306,395	43,843,045
4.	Shohmansur	28	38,220	24,671,783	7,521,294	93,500	660,976	32,947,553
GBAO:		313	37,752	78,887,937	14,629,829	321,017	2,587,363	96,426,146
1.	Darvoz	49	4,089	9,441,952	1,810,529	42,419	362,952	11,657,851
2.	Vanj	50	5,652	11,709,534	1,801,597	49,478	115,048	13,675,657
3.	Ishkoshim	45	5,242	11,491,484	2,585,892	87,590	633,462	14,798,428
4.	Murghob	14	2,531	7,052,923	1,408,200	0	63,232	8,524,354
5.	Roshtqala	41	4,429	10,784,883	2,045,596	32,364	363,227	13,226,071
6.	Rushon	44	4,249	10,159,099	1,616,662	36,539	145,922	11,958,223
7.	Khorog	14	5,571	5,333,955	997,633	16,160	235,934	6,583,682
8.	Shugnon	56	5,989	12,914,107	2,363,720	56,467	667,586	16,001,879
DRS:		1,149	472,581	453,952,924	38,471,938	124,225	6,982,977	499,532,064
1.	Varzob	64	17,128	19,603,444	1,753,829	0	750,142	22,107,415
2.	Vahdat	152	75,654	75,817,447	3,639,801	5,085	64,425	79,526,759
3.	Hissar	131	67,645	60,470,043	5,738,848	0	1,886,627	68,095,518
4.	Lahsh	61	13,008	17,738,235	743,102	0	46,215	19,146,775
5.	Nurobod	85	16,870	16,082,712	1,506,821	15,076	50,513	17,655,122
6.	Roghun	42	9,569	12,535,223	1,467,866	1,000	151,763	14,155,851
7.	Rasht	113	27,628	28,584,013	3,480,201	22,724	52,869	32,139,808
8.	Rudaki	160	123,178	93,425,350	9,761,420	44,400	2,334,209	105,565,379
9.	Sangvor	59	5,097	8,545,807	2,332,607	0	363,178	11,241,592
10.	Tojikobod	43	9,622	10,646,560	1,382,273	25,990	176,102	12,230,925
11.	Tursunzoda	124	61,631	66,373,211	2,069,059	0	0	68,442,270
12.	Fayzobod	60	22,299	21,410,294	3,020,895	9,950	783,246	25,224,385
13.	Shahrinav	55	23,252	22,720,585	1,575,216	0	323,688	24,619,488
SOGHD OBLAST:		928	533,692	527,972,494	37,603,804	58,017	7,181,928	572,816,243
1.	Ayni	66	18,143	26,388,960	1,919,058	0	689,088	26,388,960
2.	Asht	74	33,847	40,086,105	954,626	0	183,360	40,086,105
3.	Bobojon Gafurov	89	70,526	61,756,574	9,162,972	0	999,971	61,756,574
4.	Devashnich	68	37,170	37,602,448	2,414,007	38,941	914,510	37,602,448
5.	Zafarobod	25	14,840	17,027,734	300,293	0	23,630	17,027,734
6.	Istaravshan	75	58,452	54,049,138	1,772,524	0	600,559	54,049,138
7.	Isfara	84	48,899	48,617,338	2,302,766	0	271,940	48,617,338

8.	Guliston	15	9,629	9,371,054	2,816,300	0	88,824	9,371,054
9.	Konobodom	55	34,076	30,950,627	2,250,918	3,000	261,925	30,950,627
10.	Kuhistoni Mastchoh	34	5,584	9,999,633	600,595	0	218,364	9,999,633
11.	Mastchoh	46	24,309	25,386,405	1,428,916	0	191,922	25,386,405
12.	Panjakent	132	59,931	62,333,863	2,452,623	0	1,435,710	62,333,863
13.	Jabbor Rasulov	42	27,177	29,899,060	793,911	0	119,874	29,899,060
14.	Spitamen	35	28,610	25,230,955	1,411,236	0	335,061	25,230,955
15.	Istiqlol	6	2,596	3,604,472	220,178	0	2,500	3,604,472
16.	Khujand	47	40,728	27,460,717	5,289,587	0	610,951	27,460,717
17.	Buston	13	9,777	7,147,441	914,623	3,712	104,063	7,147,441
18.	Shahriston	22	9,398	11,059,970	598,671	12,364	129,676	11,059,970
KHATLON OBLAST:		1,338	729,061	696,199,215	42,332,347	1,363,362	9,775,395	749,670,319
1.	Baljuvon	46	7,054	10,675,601	615,434	500	10,800	11,302,335
2.	Kushoniyon	60	52,460	46,603,622	1,449,619	24,000	89,420	48,166,661
3.	Vahsh	64	43,050	37,952,597	1,060,370	52,726	218,495	39,284,188
4.	Vose	72	47,435	43,859,925	1,548,859	75,161	286,589	45,770,534
5.	Dangara	78	36,914	33,790,347	4,130,049	328,818	0	38,249,214
6.	Abdurahmoni Jomi	64	40,041	34,869,897	1,832,865	15,868	763,242	37,481,872
7.	Dusti	46	24,989	26,070,786	1,851,602	12,720	537,984	28,473,092
8.	Kubodiyon	61	38,482	34,493,357	1,669,974	50,000	422,624	36,635,955
9.	Kulob	56	46,697	44,687,725	2,003,950	33,100	525,674	47,250,449
10.	Jayhun	45	30,564	27,078,492	1,504,978	0	613,610	29,197,079
11.	Bohtar	21	24,995	19,536,277	1,778,746	10,600	429,965	21,755,589
12.	Muminobod	58	19,754	22,985,392	1,035,178	176,420	137,262	24,334,252
13.	Nosiri Husrav	26	8,896	11,272,364	713,485	140,486	60,752	12,187,087
14.	Norak	31	14,437	15,102,937	2,041,151	18,000	310,959	17,473,047
15.	Panj	52	26,210	27,274,363	802,821	18,800	148,225	28,244,209
16.	Levakand	15	11,631	10,219,203	1,024,551	27,530	339,098	11,610,382
17.	Temurmalik	46	13,817	17,232,595	1,023,382	0	56,397	18,312,374
18.	Farhor	70	36,228	35,893,498	573,921	0	58,023	36,525,442
19.	Hamadoni	50	30,899	24,753,625	4,597,843	6,150	962,900	30,320,518
20.	Hovaling	48	12,089	16,456,096	576,145	3,600	58,235	17,094,075
21.	Huroson	61	27,536	27,366,969	1,351,773	38,500	601,360	29,358,602
22.	Jaloliddin Balhi	70	42,881	39,091,691	1,591,838	119,900	866,842	41,670,271
23.	Shahrituz	53	27,280	27,783,500	1,888,422	0	685,305	30,357,227
24.	Shamsiddin Shohin	61	10,955	19,033,152	1,754,881	159,343	382,364	21,329,740
25.	Yovon	84	53,767	42,115,204	3,910,510	51,140	1,209,270	47,286,124
TOTAL:		3,869	1,970,002	1,893,756,897	162,610,105	4,741,001	32,876,210	2,092,355,270

/Source: Ministry of Finance of the Republic of Tajikistan.

ANNEX 8: PUBLIC SPENDING ON RESIDENTIAL CARE INSTITUTIONS, 2020

#	Residential Care Institution (RCI)	District/City	Total enrollment	Wage bill (total)	Purchase of goods and services (total)	Other recurrent expenditure (total)	Capital expenditure (total)	TOTAL
BOARDING SCHOOLS UNDER THE REPUBLICAN BUDGET								
1.	Republican boarding school for orphans	Shahrinav	213	1,273,337	801,982	295,568	158,552	2,529,439
2.	Republican boarding school for orphans	Jaloliddin Balhi	280	1,294,430	733,655	217,594	30,690	2,276,369
3.	Republican boarding school for orphans	Kulob	105	1,111,893	826,674	243,366	73,897	2,255,830
4.	Republican boarding school for orphans	Nurobod	...	1,100,845	742,977	232,363	51,224	2,127,409
5.	Republican boarding school for orphans	Sangvor	...	696,412	381,163	176,138	55,000	1,308,713
6.	Republican boarding school for orphans	Shamsiddin Shohin	115	871,676	594,717	163,095	38,552	1,668,040
7.	Republican boarding school for orphans	Yovon	177	987,952	497,289	385,890	20,000	1,891,131
8.	Republican boarding school for orphans	Rasht	...	1,250,060	635,270	226,472	23,445	2,135,247
9.	Republican boarding school for deaf children	Rudaki	400	2,309,682	613,328	397,928	108,231	3,429,169
10.	Republican boarding school for children with hearing impairment	Rudaki	...	2,064,598	468,478	186,642	28,231	2,747,949
11.	Republican boarding school	Hissor	...	2,010,496	712,793	251,629	59,621	3,034,539
12.	Republican boarding school for blind children	Hissor	216	1,842,780	378,669	229,723	58,231	2,509,403
13.	Republican boarding school	Dushanbe	...	844,665	297,154	185,672	58,765	1,386,256
14.	Republican boarding school	Rushon	94	1,472,500	726,916	631,754	97,125	2,928,295
15.	Republican musical boarding school named after Ziyodullo Shahidi	Dushanbe	...	2,186,186	554,231	514,382	25,273	3,280,072
16.	Republican musical boarding school named after Miratullo Atoev	Dushanbe	...	4,075,155	578,046	721,226	25,000	5,399,427
17.	Republican boarding school of sports orientation	Dushanbe	...	1,610,632	867,450	228,665	20,000	2,726,747
BOARDING SCHOOLS UNDER SUB-NATIONAL BUDGETS								
18.	Boarding school	Vahsh	...	843,555	185,500	11,000	4,000	1,044,055
19.	Boarding school	Kubodiyon	...	654,525	49,500	13,500	2,000	719,525
20.	Boarding school named after E. Yamokov	Shahrituz	...	282,615	42,000	17,629	2,000	344,244
21.	Boarding school #1	Kulob	...	1,225,632	510,000	134,000	40,000	1,909,632
22.	Boarding school #1 Aral	Vose	...	802,740	307,000	70,000	3,000	1,182,740
23.	Boarding school of the executive body of Soghd oblast	Khujand	...	556,416	531,371	302,240	70,000	1,460,027
24.	Boarding school #40	Konibodom	...	456,928	245,000	43,200	12,785	757,913
25.	Boarding school	Istaravshan	...	530,989	237,500	84,000	40,000	892,489

26.	Boarding school for orphans and homeless children	Kuhistoni Mastchoh	...	681,210	78,475	29,025	8,000	796,710
27.	Boarding school for children with hearing impairment (Histevarz)	Bobojon Gafurov	291	2,002,064	416,560	71,330	5,000	2,494,954
28.	Boarding school #1 for orphans	Dushanbe	...	1,349,415	1,660,704	567,790	210,000	3,787,909
29.	Boarding school #2 for orphans	Dushanbe	...	874,665	547,085	257,168	44,100	1,723,018
30.	Boarding school #3	Dushanbe	100	764,475	418,595	304,783	22,000	1,509,853
31.	Boarding school №4 for children from poor and homeless families	Dushanbe	...	990,690	882,173	525,359	60,000	2,458,222
32.	Boarding school for orphans and homeless children	Lahsh	...	1,276,947	100,500	578,768	0	1,956,215
33.	Boarding school named after Bobojon Gafurov	Rudaki	...	1,709,473	210,000	111,130	31,500	2,062,103
TOTAL:			...	42,005,638	16,832,755	8,409,029	1,486,222	68,733,644

/Source: Ministry of Finance of the Republic of Tajikistan.

ANNEX 9: THE LIST OF INTERVIEWED EDUCATION DEPARTMENTS

#	Type	District / City	Region	Position of respondent	Was the respondent at work or home?
1.	RED	Khorog	GBAO	Lead specialist	Work
2.	DED	Khorog	GBAO	Economist	Work
3.	DED	Shugnon	GBAO	Specialist	Work
4.	DED	Darvoz	GBAO	Lead specialist	Work
5.	DED	Vanj	GBAO	Head	Work
6.	DED	Rushon	GBAO	Head	Work
7.	DED	Roshtqala	GBAO	Methodologist	Work
8.	DED	Ishkoshim	GBAO	Head	Work
9.	DED	Murghob	GBAO	Head	Work
10.	RED	Dushanbe	Dushanbe	Head	Work
11.	DED	Ismoili Somoni	Dushanbe	Head	Work
12.	DED	Sino	Dushanbe	Head	Work
13.	DED	Firdavsi	Dushanbe	Head	Work
14.	DED	Shohmansur	Dushanbe	Deputy Head	Work
15.	RED	Kulob	Khatlon oblast	Specialist	Work
16.	DED	Bohtar	Khatlon oblast	Head	Work
17.	DED	Vahsh	Khatlon oblast	Deputy Head	Work
18.	DED	Kushoniyon	Khatlon oblast	Methodologist	Work
19.	DED	Jalollidin Balhi	Khatlon oblast	Head	Work
20.	DED	Jayhun	Khatlon oblast	Supervisor	Work
21.	DED	Panj	Khatlon oblast	Head	Work
22.	DED	Dusti	Khatlon oblast	Head	Work
23.	DED	Kubodiyon	Khatlon oblast	Lead specialist	Work
24.	DED	Shahrituz	Khatlon oblast	Head	Work
25.	DED	Nosiri Husrav	Khatlon oblast	Head	Work
26.	DED	Huroson	Khatlon oblast	Specialist	Work
27.	DED	Abdurahmoni Jomi	Khatlon oblast	Head	Work
28.	DED	Yovon	Khatlon oblast	Head	Work
29.	DED	Levakand	Khatlon oblast	Head	Work
30.	DED	Norak	Khatlon oblast	Methodologist	Work
31.	DED	Kulob	Khatlon oblast	Specialist	Work
32.	DED	Vose	Khatlon oblast	Lead specialist	Work
33.	DED	Hamadoni	Khatlon oblast	Lead specialist	Work
34.	DED	Farhor	Khatlon oblast	Head	Work
35.	DED	Danghara	Khatlon oblast	Economist	Work
36.	DED	Shamsiddin Shohin	Khatlon oblast	Head	Work
37.	DED	Temurmaliq	Khatlon oblast	Economist	Work
38.	DED	Muminobod	Khatlon oblast	Head	Work
39.	DED	Hovaling	Khatlon oblast	Head	Work
40.	DED	Baljuvon	Khatlon oblast	Specialist	Work

41.	RED	Khujand	Soghd oblast	Methodologist	Work
42.	DED	Asht	Soghd oblast	Head	Work
43.	DED	Ayni	Soghd oblast	Head	Work
44.	DED	Bobojon Gafurov	Soghd oblast	Head	Work
45.	DED	Buston	Soghd oblast	Head	Work
46.	DED	Guliston	Soghd oblast	Head	Work
47.	DED	Devashtich	Soghd oblast	Head	Work
48.	DED	Zafarobod	Soghd oblast	Head	Work
49.	DED	Istiqlol	Soghd oblast	Head	Work
50.	DED	Istaravshan	Soghd oblast	Head	Work
51.	DED	Isfara	Soghd oblast	Head	Work
52.	DED	Konibodom	Soghd oblast	Head	Work
53.	DED	Kuhistoni Mastchoh	Soghd oblast	Head	Work
54.	DED	Mastchoh	Soghd oblast	Economist	Work
55.	DED	Panjakent	Soghd oblast	Head	Work
56.	DED	Spitamen	Soghd oblast	Head	Work
57.	DED	Khujand	Soghd oblast	Methodologist	Work
58.	DED	Shahrison	Soghd oblast	Head	Work
59.	DED	Jabbor Rasulov	Soghd oblast	Lead specialist	Work
60.	DED	Lahsh	DRS	Head	Work
61.	DED	Nurobod	DRS	Methodologist	Work
62.	DED	Rasht	DRS	Lead specialist	Work
63.	DED	Sangvor	DRS	Methodologist	Work
64.	DED	Tojikobod	DRS	Head	Work

/Source: Education Rapid Needs Assessment (ERNA).

ANNEX 10: THE LIST OF INTERVIEWED SCHOOLS AND RCIs

#	District / City	School no.	Region	Position of respondent	Was the respondent at work or home?
1.	Khorog	2	GBAO	Director	Work
2.	Darvoz	1	GBAO	Director	Work
3.	Vanj	4	GBAO	Director	Home
4.	Rushon	9	GBAO	Director	Work
5.	Ishkoshim	4	GBAO	Director	Work
6.	Dushanbe	8	Dushanbe	Director	Work
7.	Dushanbe	35	Dushanbe	Director	Work
8.	Norak	3	Khatlon oblast	Director	Work
9.	Hamadoni	2	Khatlon oblast	Director	Work
10.	Shamsiddin Shohin	18	Khatlon oblast	Director	Work
11.	Hovaling	5	Khatlon oblast	Director	Work
12.	Muminobod	1	Khatlon oblast	Director	Work
13.	Baljuvon	1	Khatlon oblast	Director	Work
14.	Temurmaliq	41	Khatlon oblast	Director	Work
15.	Kubodiyon	11	Khatlon oblast	Director	Work
16.	Shahrituz	1	Khatlon oblast	Director	Work
17.	Nosiri Husrav	1	Khatlon oblast	Director	Work
18.	Panj	24	Khatlon oblast	Director	Work
19.	Vose	3	Khatlon oblast	Director	Work
20.	Abdurahmoni Jomi	5	Khatlon oblast	Director	Work
21.	Farhor	3	Khatlon oblast	Director	Home
22.	Huroson	1	Khatlon oblast	Director	Work
23.	Bohtar	9	Khatlon oblast	Director	Work
24.	Danghara	12	Khatlon oblast	Director	Work
25.	Kulob	3	Khatlon oblast	Director	Work
26.	Yovon	49	Khatlon oblast	Director	Work
27.	Jayhun	2	Khatlon oblast	Director	Work
28.	Asht	2	Soghd oblast	Director	Work
29.	Bobojon Gafurov	32	Soghd oblast	Director	Work
30.	Buston	10	Soghd oblast	Director	Work
31.	Guliston	1	Soghd oblast	Director	Work
32.	Devashtich	1	Soghd oblast	Director	Work
33.	Zafarobod	1	Soghd oblast	Director	Work
34.	Istaravshan	1	Soghd oblast	Deputy Director	Home
35.	Istiqlol	1	Soghd oblast	Director	Work
36.	Konibodom	2	Soghd oblast	Director	Work
37.	Kuhistoni Mastchoh	5	Soghd oblast	Director	Home
38.	Panjakent	1	Soghd oblast	Director	Work
39.	Spitamen	22	Soghd oblast	Director	Work
40.	Khujand	4	Soghd oblast	Deputy Director	Work

41.	Jabbor Rasulov	11	Soghd oblast	Director	Work
42.	Lahsh	1	DRS	Deputy Director	Work
43.	Lahsh	5	DRS	Director	Work
44.	Lahsh	9	DRS	Deputy Director	Home
45.	Lahsh	12	DRS	Director	Work
46.	Nurobod	1	DRS	Director	Work
47.	Nurobod	7	DRS	Director	Work
48.	Nurobod	14	DRS	Deputy Director	Work
49.	Rasht	1	DRS	Deputy Director	Work
50.	Rasht	8	DRS	Teacher	Work
51.	Rasht	12	DRS	Director	Work
52.	Rasht	27	DRS	Deputy Director	Home
53.	Sangvor	1	DRS	Deputy Director	Home
54.	Sangvor	2	DRS	Director	Work
55.	Sangvor	3	DRS	Deputy Director	Work
56.	Sangvor	55	DRS	Director	Work
57.	Tojikobod	2	DRS	Director	Work
58.	Tojikobod	17	DRS	Director	Work
59.	Tojikobod	6	DRS	Director	Work
60.	Tojikobod	13	DRS	Deputy Director	Work

/Source: Education Rapid Needs Assessment (ERNA).

#	District / City	Region	Full name of the institution
1.	Rushon	GBAO	Republican boarding school for orphans
2.	Dushanbe	Dushanbe	Boarding school #3
3.	Kulob	Khatlon oblast	Republican boarding school for orphans
4.	Shamsiddin Shohin	Khatlon oblast	Republican boarding school for orphans
5.	Yovon	Khatlon oblast	Republican boarding school for orphans
6.	Jaloliddin Balhi	Soghd oblast	Republican boarding school for orphans
7.	Bobojon Gafurov	Soghd oblast	Special boarding school for deaf children
8.	Rudaki	DRS	Republican boarding school for children with hearing impairment
9.	Hissor	DRS	Republican boarding school for blind and visually impaired children
10.	Shahrinav	DRS	Republican boarding school for orphans

/Source: Education Rapid Needs Assessment (ERNA).