

Tajikistan School Dropouts: Challenges and Ways of Addressing Them

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Introduction

Overview of the drop out situation

Faced with minimal options and chances to acquire steady sources of income, most drop outs end up engaging in petty trade and menial work such as washing cars or handling loads. Some of them are left to carry the brunt of daily household chores or the unceasing demands of farming. Shackled by the chains of not having sufficient education and therefore employable skills, their future remains bleak and uncertain. Worse, they themselves start harboring complexes that sprout into, what others dismissively call, as deviant behaviors.

In Tajikistan¹, the drop out situation is exacerbated by the fact that due to the undeveloped labor market and insufficient demand for people with good knowledge and professional skills, a false impression is created that one can count on high income without education. The absurdity of such false impression is evident with the reality of a simple loader who can earn, on average, 5-7 somoni² a day and 150-200 somoni a month (about 70 US dollars), at the time when the minimum salary is only 7 somoni (2.5 US dollars), while the average base salary of a secondary school teacher is only 34 somoni (about 12 US dollars) and 50 somoni (17 US dollars) at 1.5 base salaries.

Notwithstanding the wide-held impression that one does not need education to earn high income, still uneducated young Tajikistanis continue to be the main source of the growing unemployment. As unemployment rises the social costs it extracts are, ironically borne by the unemployed themselves: for young boys, the likely consequence is they end up as vagrants or even petty criminals. For girls, the common consequences are early marriage, teen pregnancy, settling to be mistresses, or even prostitutes.

The situation does not seem to get any better if one were to look at the number of minor girls who engage in prostitution, which increases from year to year³. The number of cases of violence against women is also growing resulting to the Supreme Court's passing a special resolution to define in more concrete terms, rape and its varieties --- as a further consequence of the increasing questions and problems arising in judicial practice. According to official data of the Ministry of Education, the number of crimes committed by school students is constantly growing: 505 registered offences were committed by minors in the nine months of 2004, a total of 86 offenses or 20.5% more than over the same period of 2003.

¹ The Republic of Tajikistan is one of the post-Soviet countries in Central Asia, which declared independence on 9 September 1991. It has a territory of 143.1 thousand sq. kms, and a total population of 6.25 million people (census 2000). The capital city is Dushanbe.

² Tajikistan currency

³ Source: ERSC, psychologist Nodir Amonov

In view of the under-development of the internal labor market, many people aged 18 to 40 leave the country every year as migrant workers. According to unofficial data, their number is approaching a million people. Unskilled and poorly educated at best, many of them risk their lives, unaware of their rights and unable to protect themselves when the need arises. As they are in Tajikistan, the majority of these people also engage in menial labor and services (loaders, helpers of specialists, unskilled labor) in the foreign countries they end up.

To make matters worse, dropouts and uneducated children are considered to be easy prey to substance abuse ranging from alcoholism, heavy smoking, and even drug-addiction. They are also known to be associated with drug dealers. Their lack of education extends to ignorance about the ill-effects of drugs and alcohol, especially when consumed at a young age. Compounding their pitiable plight is as, some suggest, their poor self-esteem and self-worth and their general lack of confidence about the future.

Given the reality of Tajikistan's labor market, the low regard towards education and even the much lower regard towards drop outs, there is no question that something has to be done. It does not help that one assumes the "blame the victim" posture and blame the drop out for their poor socio-economic conditions, as though they chose to be poor, and dismiss them as social deviants because of their propensity to smoke and/or drink. What is needed is an in-depth analysis of the situation and a deep understanding of its root causes. Using a socio-psychological framework, this is what exactly this study attempts to do.

Legislation and regulations on drop out

Education is recognized as a priority in the contemporary society. At the international level this is upheld by the Universal Declaration of Human Rights (1948) and the Universal Declaration of Education for all (1990). In 2000 the World Forum on education in Dakar adopted the Dakar plan of action which identifies UNESCO's activities in the field of education until 2015. The main goal of this Document is to guarantee primary education to all the children in the world by 2015, irrespective of gender, health, nationality and social status. In pursuance of this, Tajikistan has developed a national plan to implement the Dakar Declaration, with a complementing task force to handle the implementation on a permanent basis.

The said plan is in accordance with both the Constitution of the Republic of Tajikistan adopted in 1994 (Article 41) and the Law of the Republic of Tajikistan first passed in 1993, revised in 2004 (Article 6). The state guarantees a free basic education in the public education schools;

basic education (grades 1-9) is compulsory for all, irrespective of gender, nationality, religion and social status.

General governance of the education system, including the coverage of children, is performed by the Ministry of Education through its regional and municipal/district structures. Schools are mandated to make sure that children of school age attend school at the place of their residence. Each school is assigned a specific neighborhood in which the school is located.

Other schools such as gymnasiums, lyceums and private schools are an exception and can provide tuition to children from other neighborhoods of the city/district. Twice a year (in April and August) school teachers collect and maintain records of seven year old children in order to enroll them in schools. A personal record is made for each student in grade one; this record is kept until the student's graduation from school. Various reporting forms are also maintained, the main ones being SR-1 (School report - 1) and RIK-7, a document on school statistics submitted yearly by the schools to the Ministry of Education.

In accordance with the standing regulations, all measures are taken to ensure that a child receives the basic nine-year education. In the event of poor performance, a student may re-take his/her exams or stay in the same level and repeat the same grade level. When a student changes residence, the administration of the school where the child relocates, must admit him/her to the same grade level, upon presentation of a transfer certificate and personal record. A student is excluded from school when extenuating circumstances relative to change of residence prohibit the child from attending. A child is expelled when h/she constantly violates school regulations, continues to refuse to attend school or commits a crime.

Alternative pathways to compulsory education

Alternative opportunities of receiving education are expanding. Special schools and internats (boarding schools) have been created for children given to delinquency, as well as for those with mental and physical disabilities (according to recent data there are 11 of them). Schools-internats have also been established to provide boarding for children-orphans. Alongside with traditional evening schools, which are another option to get a secondary education in-service, private schools are on the rise. With the prohibitive school fees, however, the private schools could only be afforded by the well-to-do.

The so-called schools of a new type – lyceums and gymnasiums – have also emerged in the public sector on a for-fee basis. As of 1 January, 2005, there are 67 public gymnasiums and 50 lyceums, as well as 53 private lyceums in the country.⁴

Information base

According to official statistics, the chief indicator of the coverage factor, which is calculated as the ratio between the overall number of students at basic education level (grades 1-9) and the total number of children of school age in the country, the drop-out situation has recently been decreasing (see Table 1). For example, in school year 2003/2004 the coverage factor (95.4%) among students from grades 1-9 grew by nearly 6% from school year 1998/1999 (89.7%) among students from grades 1-9 grew by nearly 6% from school year 1998/1999 (89.7%). Arguably, if the coverage factor is any indication, then its increasing value means more students are in school and less are dropping out.

Table 1. Education coverage factor

SCHOOL YEAR	Number of students in grades 1-4.	Population aged 7-10 years	Coverage factor (7-10 years)	Number of students in grades 5-9	Population aged 11-15 years	Coverage factor (11-15 years)
1998/1999	690306	708968	97.4	659050	795662	82.8
1999/2000	691891	710131	97.4	674555	823129	82.0
2000/2001	680100	698335	97.4	691361	851611	81.2
2001/2002	684542	695264	97.4	743989	872885	85.2
2002/2003	694930	705527	98.5	798568	875808	91.2
2003/2004	690270	692802	98.5	805848	875767	92.0

Table 1 continued

SCHOOL YEAR	Number of students in grades 1-9	Population aged 7-15 years	Coverage factor (7-15 years)	Number of students in grades 10-11	Population aged 16-17 years	Coverage factor (16-17 years)
1998/1999	1349356	1504630	89.7	85165	260497	32.7
1999/2000	1366446	1533260	89.1	96998	271579	35.7
2000/2001	1371461	1549946	88.5	131634	285378	46.1
2001/2002	1428531	1568149	91.1	129924	306514	42.4
2002/2003	1493498	1581335	94.4	124227	329538	37.7
2003/2004	1496118	1568569	95.4	143914	342864	42.0

Source: State statistics committee of RT, 2004

⁴ Newspaper «Omuzgor» (Teacher), №4, 21 January 2005.

Comparing Tajikistan's coverage of children with primary education with other European countries, official statistics show that Tajikistan lags behind Belgium, Finland, France, Iceland, Italy, Norway, Spain and Sweden, while it is ahead of such countries as Austria, Georgia, Germany, Hungary, Latvia, Romania and others.⁵

The results of the monitoring performed by the Asian Development Bank (ADB) on poverty reduction in 2002 however, contradicts such finding. According to the ADB, the coverage factor is calculated on the basis of dividing children of school age into two age groups –7 to 12 years of age (primary education) and 13 to 17 years of age (basic and full education). Thus, in 2002 attendance of schools by students from the first age group was 90.2% (versus 98.5% according to official statistics for the children aged 7 -10 years), 90.8% were boys, and 89.6%, girls. The best situation was with the children in Gorno-Badakhshan Autonomous Oblast (GBAO), one of the mountain regions of Tajikistan, where the overall coverage was 99.0%; the worst situation was in the Districts of Republican Subordination, (DRS), 88.2% (see Table 2).

Table 2. Attendance of schools by children aged 7 – 12 years by gender, in urban and rural areas (in percent in 2002)

	NOT ATTENDING SCHOOL		
	Both genders	Boys	Girls
Republic of Tajikistan	9.8	9.2	10.4
Urban areas	10.7	9.7	11.7
Rural areas	9.5	9.1	10.0
GBAO	1.0	0.0	2.0
Sogd Oblast	8.6	8.8	8.4
Khatlon Oblast	10.1	9.6	10.6
City of Dushanbe	10.2	7.7	12.6
DRS	11.8	10.8	12.9

Source: State statistics committee of RT, ADB. Poverty reduction monitoring survey – 2002. p.111.

As regards middle and high school level students (13-17 years), on the whole the coverage factor was 80.6%, out of which 87.1%, were boys and 73.9%, girls. The highest coverage was reported in (GBAO), 89.3%, while the lowest was in Dushanbe, 73.4% (see Table 3).

⁵ Latvia report of the project "Factors that Hinder the Completion of Compulsory Education: The Latvian Experience"

Table 3. **Attendance of schools by children aged 13 – 17 years by gender, in urban and rural areas (in percent in 2002)**

	NOT ATTENDING SCHOOL		
	Both genders	Boys	Girls
Republic of Tajikistan	19.4	12.9	26.1
Urban areas	22.3	13.6	31.0
Rural areas	18.4	12.7	24.3
GBAO	10.7	7.4	14.0
Sogd Oblast	17.5	14.0	21.2
Khatlon Oblast	18.4	11.7	25.5
City of Dushanbe	26.6	10.5	43.0
DRS	21.7	14.9	28.7

Source: State statistics committee of RT, ADB. Poverty reduction monitoring survey – 2002. p.111.

Design of the Study

In order to identify the reasons why children drop out of school, we investigated various factors contributing to development or prevention of this phenomenon. Adapting the instrument developed by the Center of Democratic Education of Albania allowed us to study and analyze important components of the problem such as: influence of family problems; the relationship between teachers and students; peer influence; the specific characteristics of a child; the level of parents' education; the efficiency of work done by the school and community in monitoring the drop out situation, among others.

The survey was conducted among dropout students, their parents and teachers in three regions of Tajikistan – Sogd (Istaravshan) and Khatlon (Kurgan-Tube and Bokhtar district) oblasts, city of Dushanbe, as well as in DRS (Shakhrinav district). All-in-all, 113 parents, 102 students and 100 teachers were interviewed from December 2004 - January 2005; 68.1% of the interviewees lived in the rural areas, 31.9% - in the cities; 14.2% of families changed residence after the 90s. The age range of the school dropouts were: 77.0% were aged 11 to 15 years (basic level of education, grades 5-9), 18% - were aged 16-18 years.

Findings and Analysis

According to state statistics, of the total number (1,910,873) of children aged 7 – 18 not attending school, 46.1% were boys, while 53.9% were girls.

The main reasons for children dropping out of school were difficult financial circumstances (lack of school supplies; have to work). The number of those dropping out of school for this reason was about 20% of the overall number, 17% boys, and 25% girls, respectively; 11.0% of children aged 7 – 17 years, of those not attending school, could not do so for health

reasons. Other reasons cited were lack of capacity (4.5%), lack of interest (2.2%), residence is far from school (0.1%), and others⁶.

It should be pointed out that predominance of girls among dropouts is primarily because attendance to grades 10 and 11 is not compulsory and the fact that education in Tajikistan is traditionally a male prerogative. Thus, senior grades, such as grades 10 and 11, are usually attended by boys from poor families, while girls stay home and help about the house, or end up getting married at an early age. This leads to a gender imbalance in senior grades.

The results of the interview also revealed a number of the reasons for not attending school: 74.5% of the interviewed children blamed poor economic circumstances of the family as the main reason (low standard of living, need to work, help parents about the household, etc.); 2.9% dropped out of school for lack of interest and the same number of respondents gave remote residence as the reason. Only 1% cited health reasons for dropping out (see Table 4).

Table 4. Children's reasons for dropping out of school

Reasons	Number	Percent
Economic reasons	76	74.5
Lack of interest to study	3	2.9
For health reasons	1	1.0
Distance between home and school	3	2.9
Other reasons	2	2.0
No response	17	16.7
Total	102	100

The teacher-respondents, on the other hand, cited the following as the main reasons for children dropping out (see Table 5):

Table 5. What reasons made the child drop out of school?

Reasons	Number	Percent
Economic	65	65.0
Lack of interest to study	18	18.0
Distance between home and school	2	2.0
Do not know	15	15.0

An analysis of available official data and the results of our survey, showed the following reasons and possible explanation on why children of school age drop out of school:

a) At the primary education level, there was sufficiently high percent of coverage of children with education. According to official statistics, 99.6% of children up to 10 years of age

⁶ State statistics committee of RT, ADB. Poverty reduction monitoring survey – 2002. p. 113)

were in school, while according to our survey results, the number of dropout students at primary school level was 8.0%. The main reasons at this school level were either poor health or remote residence.

b) The number of drop out students increased with the transfer to the second level of education, or when the child reached the age of 11-12 years. Results showed that 73% of children dropped out of school after grades 5, 6, 7 and 8. At this age they are able to work and begin to help their parents about the house, or to do other work. At this stage, the main reason was difficult economic situation in the family.

c) Although according to official statistics the percent of coverage with basic education has been steadily increasing over the recent years (95.4% in 2003 against 89.7% in 1998), the results of our survey showed the contrary: the number of dropouts is growing. Of the overall number of interviewed students not attending school, 13% dropped out of school in 2001; 16% in 2002, while in 2003, this figure rose to 35%. During half of the school year 2004/2005 already 24% dropped out. Based on this, we surmised that the problem is becoming ever more pressing each year even if the official statistics contend otherwise. This is confirmed by the fact that in one of the districts where the survey was conducted, the number of official dropouts was only 11 students, while the survey showed there were actually 34.

d) As previously noted, the coverage of children in grades 10 -11 (level of full secondary education) is falling dramatically since this level is not compulsory (in 2003 coverage factor was 42.0%). This level is marked by a noticeable gender imbalance: the number of girls, who do not, for various reasons, complete full secondary education much exceeds the number of boys. According to the Research Poverty Reduction Monitoring (RPRM), in 2002, the number of children who did not attend school was 19.4%, 12.9% of which were boys and 26.1% were girls. According to Goskomstat (State Committee of Statistics of Republic of Tajikistan), in 2002/2003 out of the total number of students in grades 10 – 11 (124.2 thousand people) 47.6 thousand were girls.

e) Among those considered as drop outs are those who failed to finish school before reaching 18 years of age because of forced migration, categorized as refugees, on account of the civil war in 1992-1997. The issue of refugees is addressed by the government through measures which allow those who have returned to receive appropriate level of education and a corresponding certificate within a short timeframe. The measures were adopted on 15 October, 2004.

Characteristics of children outside school

The results of the survey among teachers (100 total: 47 males; 53 females) indicated that most children who had dropped out of school were typical students, no different from their peers. Only 8.0% were repeaters; 72.0% never demonstrated aggressive behavior; 67.0% were of calm disposition; 99.0% had never used drugs; 92.0% did not smoke; 77.0% never had any run-ins with the teachers; and, 68.0% had no differences with their peers.

We surmised, however, that the number of those smoking and using drugs may be a little higher since teachers did not always notice such behavior, while students tried to hide these from both teachers and parents. As to the student-teacher relationship, results pointed to the possibility that teachers intentionally concealed about their relations with students being far from perfect in order to make the family fully responsible for the student dropping out of school. There was a tendency was to lay the blame on the family in order not to put the position of the teacher in jeopardy. We thus inferred that the teachers' specific responses on the frequency of school attendance and students' motivation to study could be the only ones not subject to such tendency. According to the teachers, more than half (54.0%) of those who dropped out often missed classes, while 28.0% seldom attended school. Only 36.0% were sometimes motivated to study; more than half were only at times motivated to do so; and, 18.0% indicated they did not like to study.

Table 6. **Attendance versus motivation to learning (in percent)**

School attendance		Motivation to learning	
Systematic	18	Usually present	38
Not regular	54	Seldom present	44
Infrequent	28	Never present	18

In so far as relation with peers is concerned, the teacher-respondents observed that more than half (55%) of the students had fun with their peers. The drop outs were observed not to be active participants in school life, were reluctant to do class assignments and failed to demonstrate good academic performance. Only a third of their parents were reported to have maintained regular communication with the school and the teachers.

For the most part teachers pointed to family problems, including economic ones, as the main causes of student dropping out: 73.0% of the teachers responded that their former students who were now out of school did so because of family problems, not to mention economic problems the main reasons for the students dropping out.

Socio-economic circumstance of the family

Family and material circumstances

Most families (67.2%) had four or more children; in 55.8% of them, there was only one family member who worked, while in 18.6%, there were two who held jobs. Most families with dropout children were poor: 70.8% of families had an average monthly income of only 50 somoni (about 17 US dollars); however, only 18.6% received social benefits. Only 28.3% of families believed that they have adequate living conditions, while 71.7% responded otherwise. Quite a few lived with both parents (68.1); 19.5% with the mothers, 6.25 with the fathers; and 5.3% were orphans (see Table 7).

Table 7. Live with parents

	Number	Percent
Both parents	77	68.1
Only mother	22	19.5
Only father	7	6.2
No parents	6	5.3
No reply	1	0.9
Total	113	100

It is interesting to note that 10.6% of the parents were divorced. Considering that in Tajikistan, as in other countries in Central Asia, marriages are preserved and maintained, one can surmise that the break down of a family due to parental divorce or separation affects the decision by a child to drop out of school. This is especially true when the child ends up working in order to fill the spot left by a working parent who left the family.

Interrelation between education level of parents and children

Prior to the disintegration of the Soviet Union, it is generally acknowledged that the older generations, including the generation of parents of the interviewed children attained a relatively higher degree of education. Majority completed secondary education. However, the results of the survey showed that most of the parents of the drop out children had below-average level of education; in fact, 18.8% of the fathers and 22.1% of mothers of these children had no primary education. The percentage distribution of those with secondary education was not high either: 54% of fathers and 47.8% of mothers; only 10.6% of fathers and 3.5% of mothers had higher education Both parents of 9.7% of the children dropped out of school before completing it; fathers of 1.8% of children dropped out of school, and 6.2% of the mothers also dropped out (see Table 8).

Table 8. Education level of parents

Education level	Number	Father	Number	Mother
No education	21	18.6	25	22.1
Primary education	6	5.3	14	12.4
Incomplete education	12	10.6	15	13.3
Complete education	61	54.0	54	47.8
Higher education	12	10.6	4	3.5
Not responded	1	0.9	1	0.9
Total	113	100	113	100

The results suggested that the low level of education of the parents of dropouts had an impact on the dropping out of a child.

Unemployment among parents

One observation that also emerged from the survey was the very high rate of unemployment of the parents of dropouts: 50.4% of fathers and 84.1% of mothers had no permanent jobs. Of the employed mothers, the majority worked for farmers. None of the parents had any well-paying and stable jobs. The point should be made that in Tajikistan, unemployment refers to lack of registered jobs. Housekeeping, petty commerce and other menial forms of employment are not usually registered. The inference was thus made that the unemployed status of the parent of the drop out children also influenced their dropping out.

Parents' attitude to education of children

Specific questions to identify parents' attitude to the education of their children and their future were also asked: 87.6 % of the parents believed that school and education are able to provide a good future for their children; 6.2% of parents were not sure, and as many did not believe that the school of today can guarantee a good education and an adequate life.

Socio-psychological profile of students

Peer influence

The results of the survey further revealed that most (71.6%) of the drop out children had a lot of friends and maintained their communication with school friends even after dropping out for over a year. They also had out-of school friends who just like the drop out children, were also not employed (see Tables 9 and 10). By inference, the supposition was made that peer influence played a role in the dropping out of the children.

Table 9. Do your close friends work?

Types of response	Number	Percent
All of them	3	2.9
Some of them	33	32.4
None of them	65	63.7
No response	1	1.0

Table 10. Do you work?

Type of response	Number	Percent
Yes	25	24.5
No	74	72.6
No response	3	2.9

General behavior towards school activities

The results also showed that majority of the drop out students did not like to participate in extra-curricular activities, and were not happy with their grades. A little fewer than half of them were also noted to break school rules while over 20% liked to fight with their peers at school and about 6% broke ties with their former school friends. More than half shared (84.3%) good opinion about the teachers

Parents' attitude towards dropping out

According to the survey results, 58.8% of dropout children believed that their parents cared about their the education of their children, while only 6% of children thought otherwise; 50% said they received help in learning from their parents while 8.8% reported they never did. Interestingly, more mothers (26.5%) than fathers (18.6%) were found to be against their children dropping, while 5.9% of both parents were against their children leaving school.

Attitude of children to learning and school

Over 70% of the dropouts believed that education enables one to have a good future. Nearly as many indicated they were ready to return to school and wanted to continue and finish their studies and expressed what they hoped to be in the future: 16.7% said they wanted to become teachers, 4.9%, doctors and 2.9%, lawyers (2.9%).

Summary of Findings

Legislation and regulations on drop out

In spite of the right to receive a free basic education guaranteed by the Constitution and the Law on Education, there are still children of school age are out of school. Official accounting as to their number varies: according to official statistics, 4.6% of the total number of school-

age children are not in school, while the OMSB reports 19.4%. The conflicting official data on this problem not only fails to capture the true picture of the drop out situation in Tajikistan, but also leaves education administrators, policy makers and other stake holders in the dark as to the extent of the problem. Consequently, they are not in the best position to address the drop out issue. A serious problem with the compulsory education program of Tajikistan is the fact that the government has no sufficient funds to implement the law which guarantees compulsory basic education.

Drop out reasons

Based on the results of the survey, the main reasons why students drop out of school are the effects of poor economic conditions, which drive children to work at an early age and therefore, quit school. An external circumstance considered as another reason on why students drop out was the 1992-1997 civil war, which caused forced migration and rendered those who migrated as refugees.

The application of the socio-psychological framework used in this study drew a number of observations on how drop outs are regarded in the Tajikistan society, viz., they contribute to unemployment and create new social problems from petty crime, drug addiction and prostitution. As well, they are deemed to feel unwanted; harbor behavioral problems and complexes; and inadequate to contribute to the society. A look at their socio-economic circumstance also revealed that most of them come from poor and large families, are products of broken marriages and do not receive enough parental care and attention, including help with their school work.

Based on the results, the study called attention to the complexity of the drop out issue, in particular the need for all sectors of the Tajikistan society, from the teacher, the school and the community to join forces to prevent students from leaving school without completing compulsory education.

Recommendations

On legislation

- Legislation needs to be improved in order to guarantee a wide coverage of children of school age with education;
- Local education authorities should be granted greater autonomy and should encourage decentralization;
- Expand the network of alternative methods of involvement in education, develop curricular programs on such methods;

- Develop a social security system for persons who had dropped out of school;
- Make specific steps aimed at developing the internal labor market;
- Improve and control the system of reporting, gathering data; create a database on the basic indicators of education system;
- Develop and implement a preferential system of providing education to persons from older age group.

Organization of school work:

- Create favorable conditions for cooperation among school and communities;
- Develop action plan of bringing children back to school and preventing them from dropping out;
- Design and implement a plan and a set of activities aimed at working with children and families at risk;
- Monitor the habits and peculiarities of children, starting from the first grade, to detect and prevent possible deviation of the student from accepted norms of behavior

At the level of central and local governments

- Create and develop favorable environment for teachers, students and parents;
- Get experts in psychology of children and sociology involved in the educational system;
- Provide additional funds for the social support of poor families;
- Make the schools more responsible in creating better study conditions and environment;
- Provide incentives for performing schools and teachers;
- Involve various agencies and NGOs in implementing projects aimed at solving the drop out problem;
- Expand the network of pre-schools, establish sustained communication between levels of education

Family and community

- Coordinate with parents regarding the need for them to be more involved with their children's education;
- Use the influence of prominent and influential people from a given area and community to explain to parents and children the role and place of education in the development of personality and society;
- Provide financial support to children-orphans and those with health problems;
- Provide support to single mothers.

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