



The European Union's Civil Society in Development Programme for Tajikistan

SUMMARY

MONITORING OVERVIEW

PROGRESS IN IMPLEMENTING SDG-4: "ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFE-LONG LEARNING OPPORTUNITIES FOR ALL" IN TAJIKISTAN

(reflecting the adult education system)

Dushanbe - 2021



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(reflecting the adult education system)

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Introduction.

This report has been prepared as part of the project "Promotion of social changes and inclusive vocational education", carried out by local public organizations "Adult Education Association of Tajikistan" and "League of Disabled Women" Ishtirok" in partnership with the Representative Office of the Institute for International Cooperation of the German Association of People's Universities (DVV International) in the Republic of Tajikistan with the financial support of the European Union and the Federal Ministry for Economic Cooperation and Development of Germany. This project aims to promote social development, and works towards realization of rights of young people with disabilities (YDP) to education and a decent profession, promotion and development of inclusive education in Tajikistan.

The purpose of this report is to summarize the results of the independent monitoring of progress towards the implementation of the Sustainable Development Goal-4 (SDG) targets "Ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all" with a focus on adult education in the three project cities and districts: Dushanbe, Penjikent and Rasht district, relying on the experience of two public organizations- "Association of Adult Education of Tajikistan" and "League of Women with Disabilities "Ishtirok".

To achieve the goal, the following tasks/ objectives were set and carried out:

- Development of a regional development programs and policies' review for the implementation of SDG 4 indicators in three project regions;
- Assessment of the statistical base at the regional and national levels (in the context of the three regions);
- Conducting consultations with experts in the regions on implementation of the SDG 4 indicators;

- Data collection based on methodology and plan;
- Analysis of data and their synthesis in the final report.

This report attempts to reflect the current situation in achieving SDG-4 in an interconnected context - connecting the picture/ situation at the national and regional levels. In terms of information, the material is based on official national statistical reporting, policy documents for the development of the education system and the results of discussions held in the target regions. Statistical information has been analyzed since 2015 - the basic/ initial year to start identification and development of priorities to implement SDG-4.

An analytical assessment of progress in the implementation of SDG-4 was carried out on the basis of:

- Desk research (at the level of the country and its regions- analysis of policy documents, processing of open statistical reports and national reports/ studies on the development of the education system);
- The results of focus group discussions (at the level of target districts- Dushanbe, Penjikent and Rasht district), conducted within the framework of the project activities of the Adult Education Association of Tajikistan, within the framework of the project "Raising awareness of the population on the 4th SDG Goal until 2030 year and the National Development Strategy of Tajikistan until 2030", supported by the Asia-Pacific Association of Basic Education and Adult Education (ASPBAE) in 2018.

The use of research tools is subject to the following logical and interrelated order:

- Description of the conditions and prerequisites for monitoring the implementation of the SDG-4 in the country as a whole - as a nationwide vector to provide direction of actions affecting the regional level;
- Identification of the sufficiency and openness of the information base on the SDG-4 implementation progress monitoring assessments, as a basis for analysis;

- Assessment of the scale and structure of financing for the development of the education system, which contribute to the implementation of SDG-4 and influence progress in this direction;
- Analysis of progress in the implementation of the SDG-4 objectives/ targets at the country and regional levels, with description of needs for adult education;
- Description of the SDG-4 regional disaggregation process on the basis of the target towns and districts- Dushanbe, Penjikent and Rasht district.

It's likely that this report is a material that should be more positioned as a "framework" for the education system development's public monitoring within the framework of the SDG-4 implementation, which should be regularly updated as the situation develops and new data emerges on the current assessments, as well as when national and local priorities (are) developed.

At the national level, the long-term strategy of the education sector is based on the economic and social development priorities of the Republic of Tajikistan, as reflected in the National Development Strategy of the Republic of Tajikistan for the period up to 2030 (NDS - 2030) and is consistent with the goals and objectives of the Sustainable Development Goals (SDGs). At the same time, the National Strategy for the Development of Education of the Republic of Tajikistan for the period up to 2030 (NSED-2030) is the main policy document in the field of education.

Currently in the Republic of Tajikistan, work is underway to concretize the goals and objectives of the SDGs, taking into account the national system of indicators for sustainable development, mainstreaming the SDGs into national, sectoral and regional programs.

That is, the prerequisites for monitoring assessments for the implementation of SDG-4 "Ensuring inclusive and equitable quality

education and promoting lifelong learning opportunities for all” are largely at the stage of formation.

Accordingly, measuring progress towards SDG 4 still faces information / statistical gaps (generating and monitoring relevant, accurate and disaggregated data is critical). Moreover, the 2030 Agenda principle of leaving no one behind requires the use of data that must be disaggregated by vulnerability criteria.

It is expected that during 2021 the process of forming the national system of sustainable development indicators will be completed, which will allow them to be included in the national monitoring and planning system.

At the regional level, the direction of development of the education sector is determined and assessed both in the context of the implementation of national priorities and the needs of local development. The gradual integration of SDG 4 into medium-term programs for the development of cities and regions of the republic is expected.

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At the regional level, the direction of the education sector development is determined and assessed both in the context of the national priorities’ implementation as well as the needs for the local development. The gradual integration of SDG-4 into medium-term programs of the development of the republic towns and regions is expected.

1. Implementation of the Sustainable Development Goals in the field of education.

Tasks for the implementation of the Sustainable Development Goals in the field of education have been integrated into the country's programmatic activities; a process to analyze achievements and progress has been organized, mostly at the national level.

<i>Key stages and their characteristics</i>	
2015 year	Tajikistan made commitments to implement the global Agenda in the area of sustainable development for the period up to 2030
2016	The National Development Strategy of the Republic of Tajikistan for the period up to 2030 and the Medium-Term Development Program for 2016-2020 were developed and adopted, in which <i>the main directions for the implementation of the SDGs are incorporated, including the SDG-4</i>
	A monitoring "Road Map" for the SDGs implementation has been developed, which includes 37 subcomponents.
2017	Tajikistan initiated the preparation of the Voluntary National Review, which was presented at the High-Level Political Forum (HLPF) at the UN Headquarters
	The MAPS mission in 2016-2017, as part of a rapid comprehensive assessment of the SDG-4 consistency- "Ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all" with the country's development

	strategies and programs, noted a high level of consistency/ coherence ¹ - at the level of 100%.
	The Agency on Statistics under the President of the Republic of Tajikistan became part of an international group formed by the UN Statistical Committee with the aim of <i>consolidating the development and implementation of global SDG indicators</i> .
2018	A national report was prepared and presented on the implementation of the country's strategic documents in the context of the Sustainable Development Goals, including SDG-4, which <i>highlighted the importance of solving the gender imbalance problem (between men and women) in primary vocational education, low level of education among participants of the labor market, as well as other problems inherent in the field of education</i>
2019	Extensive discussions were held in all the country regions on progress in the implementation of strategic program documents, including in the field of the education development
	A monitoring review of the implementation of the Medium-Term Development Program of the Tajikistan Republic for the 2016-2020 yy period was prepared, including on the development of the education system at the national and regional levels. <i>The assessments showed that remaining problems are: improper coverage in the preschool and vocational educations, lack of support to development of the non-state educational institutions,</i>

¹ Coherence means that there is a target in the country's policy documents that is in line with the SDG target. Indicators have been identified to assess their progress.

	<i>lack of an education quality monitoring system, lack of an interdepartmental coordination of actions.</i>
2020	A national strategy for the development of education of the Republic of Tajikistan for the period up to 2030 was adopted, which is fully consistent with the National Development Strategy of the Republic of Tajikistan for the period up to 2030 and with the SDGs. A draft Medium-Term Development Program of the Republic of Tajikistan for 2021-2025yy has been developed, in which the emphasis on the mechanisms of advancement within the framework of the SDG-4 implementation, including at a disaggregated level, has been strengthened. <i>It is expected that the SDG-4 targets at the regional level will be determined during 2021. Projection to the regional level of the Sustainable Development Goals, including the SDG-4, will be ensured through:</i> • <i>Expansion of the regional statistics capacity, provision with statistical tools and information base to monitor progress towards achieving the SDGs at the regional level;</i> • <i>integration of qualitative indicators on accessibility and population coverage with services of social development institutions into the country cities and regions development programs;</i> • <i>preparation of regional overviews on progress towards achieving disaggregated SDG indicators.</i> <i>The implementation of the concept of SDGs, including SDG-4 indicators, into regional development programs was initiated in Rasht and</i>

	Penjikent (so far only for those regions where earlier adopted programs, developed according to the previously adopted/ approved planning methodology, with no mentions about SDGs at the local level) are completed).
2021-2022 yy	<i>Preparation and study of the statistical research methodology on status of the population continuous education.</i> Disaggregation: Gender, age groups, educational forms (formal, informal, non-formal), etc. availability of information on public participation in the lifelong education in the section of indicators, statistical assessment of the state of the goals' achievement set in the strategic "roadmap" for the development of vocational education and training.

The emerging preconditions and conditions for monitoring the SDG-4 implementation at the national and regional levels will make it possible to create an appropriate sustainable practice in the near future (starting from 2021). At the same time, currently the focus is aimed at improvement/ progress of the education-related data/ statistics, data quality and strengthening capacity to measure equity and quality in education.

Taking into account the interconnectedness and complexity of the SDG-4 objectives, the adult education should be a cross-cutting issue when analyzing progress at all levels of education (not only at the level of vocational, but also preschool and school education), which will allow to combine the range of direct and indirect conditions and mechanisms, affecting the possibilities and needs of the adult education system.

2. Information gaps. (Access to data)

In general, there is a relatively good access to data in Tajikistan, but the novelty and availability of data for some indicators, as well as their disaggregation by categories, are still problematic. Among all 17 SDGs the lowest statistical data availability for monitoring is with the SDG- 4 *"Ensure inclusive and equitable quality education and promote life-long learning opportunities for all"*. It is expected that during 2021-2022 there'll be the highest activity to solve this problem

Monitoring reports on the SDG-4 implementation indicators at the country level so far, contain data only on 10 indicators out of the overall 17, which limits to some extent, possibility to fully assess the progress,

At the same time, databases on adult education (over 30) and continuing education are very limited.

Data access problems for monitoring assessments are the highest at the regional level: data are available only for not more than 3 indicators out of 17, which mainly relate to the scale of the school education. Accordingly, monitoring assessments on vocational education and various aspects of adult education are very limited at the level of the country cities and regions, making, therefore assessments virtually impossible across the entire spectrum of adult education.

At present, efforts should be directed to the development of a system of statistics on educational levels, educational inclusiveness, and adult education.

3. Financing of the education sector of the Republic of Tajikistan

Implementation of the SDG-4 activities is financially supported by both budgetary and non-budgetary funds. The volume of financing for the sector increased from 5.2 to 5.6% of GDP over the period of 2015 - 2019. The need for modernization of education that meets modern challenges requires an increase in expenditures in

absolute and relative terms. The increase in funding increases the need to ensure linkages between financial flows and performance assessments, as the “cost of the issue” grows, including as part of the formation of financial monitoring of the SDG-4 achievements at the country level.

Budget financing, in general, determines the scale and structure of financing the education system. Various international financial institutions and other donors are investing in the education system of the republic, and this leads to an increase in the role and share of extrabudgetary funds in the implementation of the SDG-4. During the past 5 (five) years, the average annual volume of donor funding for the education system was about US \$ 45 million (according to the database on external development assistance), most of which are implemented/ mastered at the regional/ local level.

In the future, demographic processes in Tajikistan will have a significant impact on the education system, posing new tasks and problems for it.

At the same time, taking into account the increase in the working-age population, the need for financing the adult education system will increase, which necessitates an increase in incentives to attract various sources of funding to this sector.

Efforts to improve the efficiency of education financing are expected to be much increased in the medium term, and will include activities related to linking the scale and structure of financing at all levels of education with the results obtained.

4. Progress towards SDG-4 achievement.

Analyzing the dynamics of the ongoing processes in the educational sphere in the period 2016-2019, it can be noted that the education system is developing, but so far at a slow pace.

At the same time, compared to 2015, there was an increase in the number of students among children and youth. So, if in 2015 there were 4,600 educational institutions in the country, in which 2.15

million children, pupils and students studied, then by 2019 there were already 4,700 educational institutions in the education system, representing all its levels, in which 2.39 million people were trained and educated. During this period, the share of students at all levels of education in the total population increased from 25% to 26%.

Surveys prove that at all levels of education, the most “problematic” in terms of ensuring coverage (including gender) are preschool and vocational education.

The provision of preschool education services is growing, but still, lagging behind the expected level- mentioned in the National Development Strategy of the Republic of Tajikistan for the period up to 2030 (NDS - 2030). The rate of coverage of children aged three to six years with preschool education institutions in 2019 ranged from 10.4 to 15.9% (including child development centers), which is almost two times lower than the target growth trajectories.

Subsequent efforts to ensure growth in preschool enrollment should not only be more proactive, but also consolidated with actions to increase creation of productive jobs, especially in rural areas, including for women. That is, with the development of the preschool education system, there will be opportunities to realize the women potential/ capacities to participate in the adult education system and in the labor market. Accordingly, systematic activity in the development of various platforms for adult education should include a focus on progress in creating conditions for increased involvement, which is influenced (among other factors) by the growth of enrollment in preschool institutions.

For the period of 2015-2019yy progress in school enrollment is largely due to increased enrollment in primary education and upper secondary school.

At the same time, there are problems to figure out actual needs in the short-term education system for adults, including those who were not covered by the school system to the proper extent, especially in the 90s. This number remains high in all types of

settlements (urban, rural). The regional differences in needs are probably more related to the specialization of a particular region, the demand for specific qualifications/ specialties, depending on the specific nature of the local economic development in a particular area.

The quality of education has not yet been assessed on a systematic basis. Accordingly, given the population growth, the load/ demand for education will grow and vocational education will have to develop at a faster pace with a significant increase in the emphasis on access and quality. For cities and districts of the country, this means an increase in the need for greater adaptation to locally required qualifications in the vocational education system, increasing flexible mechanisms to support education.

5. Professional/ vocational education.

Although the coverage of vocational education is increasing, it is still not sufficient (including in terms of gender and for persons with disabilities). Only about a third of young people continue their education in vocational educational institutions; respectively, at least 65% of young men aged 18-19 years are not covered by vocational education (at least 70% of girls).

In subsequent years, the emphasis should be strengthened on increasing the attractiveness of professional, including primary, secondary and higher technical education. At the same time, the focus on skills and competencies, their compliance with the needs of employers should increase significantly. Adult education should be formed precisely in the direction of technical specialties (including both as a response to the challenges associated with the need to penetrate digital technologies into almost all sectors of the economy, as well as taking into account the needs of the economy associated with innovative development trajectories). Accordingly, the trend in the adults vocational education system will change slightly: needs will grow not only for obtaining a qualification/ specialty, but also for retraining. Adult learning, education and training opportunities may also be gradually reoriented towards distance learning, which will increase the need

for appropriate teaching materials and fiber links to expand access to Internet technologies.

The adult education system at the regional level will increasingly be associated with a combination of vocational education and short-term courses, the demand for which will grow. Accordingly, for subsequent monitoring assessments, it is important to form a system for analyzing the needs for specialists in the regional labor markets. It is expected that as part of the MTDP 2021-2025 implementation, a system for forecasting the development of the labor market will be formed not only at the national, but also at the regional levels, which will potentially contribute to a more substantive justification of the demand for educational services, including adult education.

6. Inequality in education

Surveys show that gender parity at all levels of general school education has increased, but remains at a relatively low level in the senior grades and in the vocational education system, which “closes” the opportunities for increase of the female involvement in the labor market.

At the same time, the analysis shows that the value of the gender parity index of students in the general secondary education system does not depend on the place of residence (city, village), i.e. this parameter can be low both in urban and rural areas. Accordingly, outreach activities for girls/ young women are relevant in all types of localities where children, adolescents and youth live.

The demand for monitoring and reporting on gender inequality issues in the vocational education system in the context of the country regions will significantly increase, to allow a differentiated approach to solve the problems. To improve monitoring of gender inequalities in education, there should be taken measures to collect broader data on the gender dimensions of curricula, textbooks, assessments and teacher training.

At the same time, surveys to assess inclusion of the persons with disabilities into education are very rare, which limits the possibilities to assess inclusiveness of the education system. Consideration of options for inequality assessment, including those on the basis of interdepartmental working groups, will “work” to consolidate actions, create conditions for consistent process/analysis of the research data and combine efforts on the data sources.

Ensuring equality of access to adult education services, including coverage of women and persons with disabilities, regardless of the residence region, should continue the overall targeted direction of the education system within the framework of the SDG-4 implementation, which implies an increased emphasis on the economic and infrastructural accessibility of the relevant services.

7. Infrastructure inequality in the education system.

Infrastructure barriers and needs in school education, including those related to water supply and sanitation (response to countering new epidemiological challenges), have regional characteristics, and accordingly, a more detailed study of the regional investment needs is of value within the framework of the school education development.

The subject of monitoring assessments of/in the next medium term, should be schools infrastructure, the use of ICTs, physical violence, for which research data and response systems are currently very limited. As a part of the adult education, it is important to include into existing curricula courses on ICT, psychological resilience, communication and teamwork.

8. Professional level of the staff in the educational institutions.

Assessments prove that the process of staff rejuvenation is growing, and the proportion of teachers with higher pedagogical education is increasing. At the same time, needs for a higher educational level of teachers will increase, taking into account the trends and challenges of the 2020 year. Respectively, this factor

will be of the main ones in the implementation of reforms in the teacher training system and in formation of a system of incentives for employment in the education system.

At the same time, within the framework of the adult education system, taking into account the rapidly changing economic conditions and technologies, the importance of the advanced training system will become an important condition for improving the quality of educational services, including in the adult education system.

It is expected that in the medium term, the modernization of the training and retraining systems for the education system will be carried out both at the level of school and vocational education. Opportunities for attracting and retaining qualified specialists will become of higher importance in/ for the adult education system.

9. SDG-4 localization.

It is expected that, during 2021, a unified approach to localize the SDGs will be developed, which will involve multi-stakeholder participation to help ensure full accountability for the implementation of the strategic goals of the SDGs in Tajikistan. To support this initiative, it is necessary to institutionalize the localization of the SDGs, in particular, modernize the districts development planning methodology.

The existing district development programs are mainly based on planning methodology with no consideration of the SDGs and with no measurable performance indicators, which makes comprehensive progress monitoring impossible.

Potentially, the effectiveness of the SDG-4 localization process, in our opinion, will largely depend on the consolidation and multilateralism of efforts (local executive authorities, associations and non-governmental public organizations, development partners) in the following four areas: awareness raising, stirring up information and explanatory activities, capacity building for the implementation of the SDG-4 and organization of its monitoring at the local level.

10. General direction of activities.

Implementation of the SDG-4 assumes interconnectedness and coordination of actions within the levels of the education system, within the committed/ authorized departments and structures, and between all decision-making system members/participants.

An integrated focus of action is important, covering the entire chain of formation, implementation and policy progress monitoring in the education sector within the framework of the SDGs implementation. At the same time, raising awareness and involvement in the implementation of the SDGs is a basic condition for ensuring cohesion of actions.

It is expected that actions to implement SDG-4 in the country, in its cities and districts will be more active in the following areas:

- Continuation of work to ensure the accessibility and inclusiveness of education, including for girls;
- Expansion of public-private partnerships and attraction of private investments to/in the education sector;
- Digitalization of education and the development of the digital educational content, dissemination of the interactive and distance learning methods;
- Revision of approaches to attract and train future teachers, to improve the current teaching staff qualifications and the teaching profession image;

Introduction the lifelong education concept, which allows to nurture highly qualified personnel and stimulate the development of innovations.

11. Demand for adult education.

The demand for assessments on the development of the life-long learning and adult education in the context of the SDG-4 implementation will increase:

- Feasibility of the country and regional levels assessments will expand once the statistical capacity is strengthened and target values of indicators are defined/ This will create the necessary basis for the SDG 4 implementation progress

tracking- both for the decision-making system at the country and sector level, and at a wider level with the involvement of civil society;

- Growing needs, reduction of inequality, elimination of the past and present gaps in the coverage and quality of education, including vocational education, (due to the growing importance of human capital in the process of progressive country and regions' socio- economic development) will increase the demand for determining the "price of the issue" - both in relation to the status and in relation to the future education system development;
- Rapid changes in the economy and technologies generate new needs/ demand in educational trajectories, knowledge and skills- as a response to "rapid" obsolescence of existing knowledge and skills or "quick" response to changing conditions (lessons learned on the situation with COVID 19), which will affect the scale of the SDG-4 implementation progress and will call for higher level preventive (proactive) measures, based on full-fledged analytical outputs.

The "bar" of requirements to organization of the adult education system, its content and learning technologies, methodological and personnel capacities will go high against the growing result expectations. Accordingly, it is important to use a wide range of mechanisms to ensure the growth of the adult education system potential and organization of the continuous education system. Introduction of the programmatic cities and districts development mechanism may serve one of the adult education system's consistent capacity growth mechanisms through support to development of the lifelong education projection systems, reflecting the needs at the level of cities and districts, through set-up of an interactive network for assessing progress, "lessons learned", exchange of experience to promote the adult education system.

4. Potential directions for enhancing actions on localization of the SDG-4, including target regions (Dushanbe, Penjikent and Rasht)

Potentially, the effectiveness of the SDG-4 localization process, in our opinion, will largely depend on the consolidation and multilateralism of efforts in the following four areas:

1. *Awareness raising*, which aims to ensure greater participation of the wider categories of population/ civil society in the implementation of the SDG-4 at the local level. It is expected that as a part of the communication process, emphasis will be placed not only on making information widely available on the goals, objectives and status of indicators for the SDG-4 implementation, but also on creating a sense of involvement in achieving the SDG-4 targets at the local level. This implies support for the creation/ development of feedback mechanisms between the official education system management, cities and districts' development structures and population.
2. *Enhance advocacy work*, within which efforts are focused at increasing the capacity of all units of the local executive authorities, media and civil society in general, to understand and promote the SDG-4 goals and objectives, to create/ strengthen information platforms at the country cities and districts levels to report on the SDG-4 implementation process.
3. *Building capacity to implement the SDG-4 at the local level*, which involves identification and selection of priorities in setting and achieving those goals and objectives that best meet the needs and characteristics of a particular city or district.
4. *Monitoring the SDG-4 implementation at the local level* involves organization and assessment of changes in the values of the localized SDG-4 indicators, which are integrated into local development programs, is an object of wide public attention.

Conclusion.

Achievement of the SDG-4 relies on the mobilization of internal and external resources. With its ultimate focus on strengthening national capacities for poverty reduction and human development, official development assistance not only contributes to solution of the range of challenges for which to use other sources of funding is difficult, but also provides access to a specialized knowledge base and policy advice. required to meet complex development challenges within progress towards sustainable development goals.

The country cities and districts play an important role in the implementation of SDG-4 and must harness the full potential of the SDGs as a policy tool to improve people's lives. At the same time, public activities focused at introduction and implementation of the SDG-4 as a tool to improve policies and life are important, including within the framework of:

- Defining and shaping a vision of local and regional development in the process to develop and monitor medium-term development programs of the country cities and districts;
- Coordination of priorities, incentives, goals through national, regional and local authorities. Monitoring studies, continuity of actions at the level of the country, oblast, cities and districts, inclusion of SDG-4 in the budget development and implementation monitoring processes to ensure adequate resources for implementation of the Agenda- 2030 are important;
- increasing accountability and transparency, involvement of all stakeholders, including civil society, in the SDG-4 implementation and progress monitoring processes.

Recommendations.

1. The strategic focus to address data/ information gaps is associated with the following priorities:

- *Disaggregation of data by vulnerability criteria.* In the future. It is important to validate statistical instruments and

institutionalize key disaggregation criteria in all data collection, processing and publication activities. The following key disaggregation criteria are recommended for the SDGs: gender, age, place of residence, disability status, socio-economic status (eg consumption/ income quintile);

- *Improved coordination of cross-sectoral data.* The data collection systems of the Agency on Statistics under the President of the Republic of Tajikistan (ASPR) and line ministries should overlap. For example, the data of the Ministry of Education and Science must match the data of the ASPRT.
- *Support for independent data generation*, which may involve facilitating research to complement official data, including through national research institutions that have the capacity to do so.

2. Focus of efforts to address the problem of "systemic vulnerability" in response to COVID 19 in education:

- *Support in the creation of the ICT infrastructure*, including the purchase of the necessary equipment and devices for distance learning, training for students and teachers on the use of skills and tools for distance learning and teaching;
- *Ensure feedback and support.* Teachers should provide students with online/ real-time feedback during video lessons, as well as support in the development and implementation of training for teachers in the field of effective channels/ tools of support and interactive feedback;
- *Formation of online mentoring systems* for teachers and educators in order to support activities, methodologies and pedagogy in the field of distance learning;

Финансирование ЦУР 4. Важно включать расходы на ЦУР в формирование бюджета как на национальном, так и на местном уровнях, через «линзы потребностей ЦУР» создавать согласованные с ЦУР интегрированные

национальные и местные рамки финансирования, чтобы помочь направлять эффективные государственные расходы, связанные с ЦУР.

Financial support of/ to the SDG-4. It is important to include SDG-related costs while developing budgets at both national and local levels, through the “SDG Needs Lens”, to create SDG-aligned national and local funding frameworks to assist in effective use of the SDGs- related public budget.

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The European Union is made up of 27 Member States who have decided to gradually link together their know-how, resources and destinies. Together, during a period of enlargement of 60 years, they have built a zone of stability, democracy and sustainable development whilst maintaining cultural diversity, tolerance and individual freedoms. The European Union is committed to sharing its achievements and its values with countries and peoples beyond its borders. To this end the EU is active in Tajikistan since 1992 and provides approximately EUR 35 million annually in development assistance.