Tajikistan

Region: Europe and Central Asia
Income Group: Low Income

Source for region and income groupings: World Bank 2018

National Education Profile
2018 Update

OVERVIEW

In Tajikistan, the academic year begins in September and ends in June, and the official primary school entrance age is 7. The system is structured so that the primary school cycle lasts 4 years, lower secondary lasts 5 years, and upper secondary lasts 2 years. Tajikistan has a total of 1,817,000 pupils enrolled in primary and secondary education. Of these pupils, about 771,000 (42%) are enrolled in primary education. Figure 3 shows the highest level of education reached by youth ages 15-24 in Tajikistan. Although youth in this age group may still be in school and working towards their educational goals, it is notable that approximately 2% of youth have no formal education and 1% of youth have attained at most incomplete primary education, meaning that in total 3% of 15-24 year olds have not completed primary education in Tajikistan.

FIG 1. EDUCATION SYSTEM

School Entrance Age:

Primary school - Age 7

Duration and Official Ages for School Cycle:

Primary : 4 years - Ages 7 - 10

Lower secondary : 5 years - Ages 11 - 15

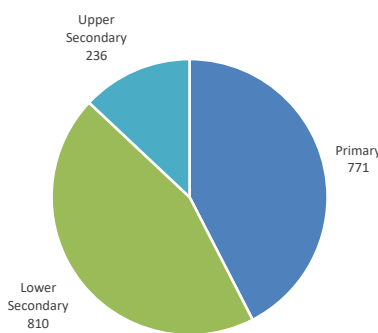Upper secondary : 2 years - Ages 16 - 17

Academic Calendar:

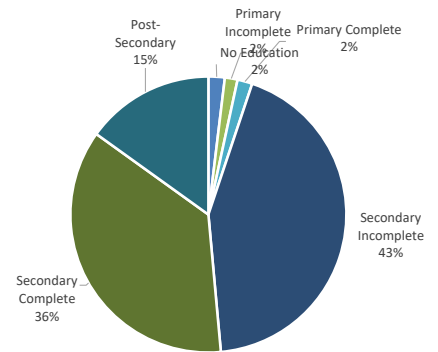Starting month : September

Ending month : June

Data source: UNESCO Institute for Statistics

FIG 2. NUMBER OF PUPILS BY SCHOOL LEVEL (IN 1000S)

Upper Secondary 236
Primary 771
Lower Secondary 810

Data Source: UNESCO Institute for Statistics 2013-2017

FIG 3. EDUCATIONAL ATTAINMENT, YOUTH AGES 15-24

Post-Secondary 15%
Primary Incomplete 2%
No Education 2%
Primary Complete 2%
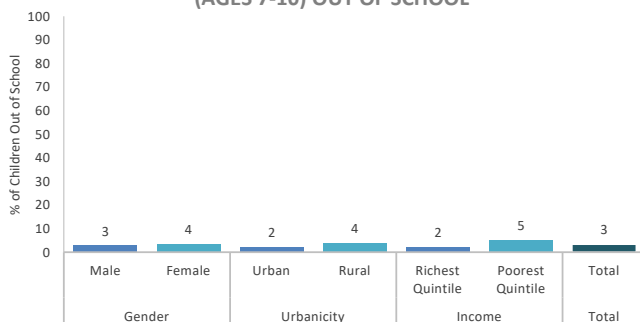Secondary Incomplete 43%
Secondary Complete 36%

Data source: EPDC extraction of DHS dataset 2012
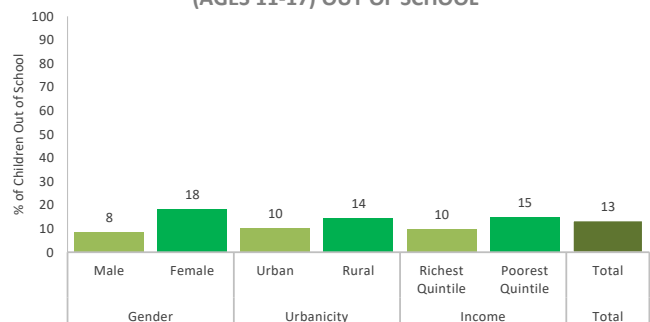
SCHOOL PARTICIPATION AND EFFICIENCY

The percentage of out of school children in a country shows what proportion of children are not currently participating in the education system and who are, therefore, missing out on the benefits of school. In Tajikistan, 3% of children of official primary school ages are out of school as shown in Figure 4, which also considers the proportion of children out of school by different characteristics wherever data is available. For example, Figure 4 shows that approximately 3% of boys of primary school age are out of school compared to 4% of girls of the same age. For children of primary school age in Tajikistan, the biggest disparity can be seen between the poorest and the richest children. Figure 5 looks at the percentage of youth of secondary school ages who are out of school in Tajikistan. Nearly 18% of female youth of secondary school age are out of school compared to 8% of male youth of the same age. For youth of secondary school age, the biggest disparity can be seen between male and female youth.

FIG 4. PERCENTAGE OF CHILDREN OF PRIMARY SCHOOL AGE (AGES 7-10) OUT OF SCHOOL

	Male	Female	Urban	Rural	Richest Quintile	Poorest Quintile	Total
%	3	4	2	4	2	5	3
	Gender		Urbanicity		Income		Total

Data source: EPDC extraction of DHS dataset 2012

FIG 5. PERCENTAGE OF CHILDREN OF SECONDARY SCHOOL AGE (AGES 11-17) OUT OF SCHOOL

	Male	Female	Urban	Rural	Richest Quintile	Poorest Quintile	Total
%	8	18	10	14	10	15	13
	Gender		Urbanicity		Income		Total

Data source: EPDC extraction of DHS dataset 2012

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Figures 6 and 7 look at indicators of participation, completion, and progression in the education system. Figure 6 displays gross indicators (which include under- and over-age students) and net indicators (which include only on-time students of official school age) for student intake, participation, and flows. In Tajikistan, the gross enrollment rate in primary education is 99% for both girls and boys combined. This decreases to 96% in lower secondary, with a student transition rate to secondary school of 99%. In Tajikistan, the primary net enrollment rate is 98% and the primary completion rate is 92%. Both of these indicators provide a sense of the progress a country is making towards universal primary education -- a key UN Millenium Development Goal -- and, for Tajikistan, suggest that the country has yet to achieve universal primary education. Figure 7 displays the repetition rate in primary education, showing the specific grades in which students are more likely to repeat. It suggests that of the first 5 grades of primary in Tajikistan, students are more likely to repeat grade 2. The repetition rate in grade 2 is 0.1% (for both males and females), which is 0.0 points higher than the average repetition rate across primary grades of 0.1%.

FIG 6. STUDENT INTAKE AND FLOW FROM PRIMARY TO SECONDARY SCHOOLS
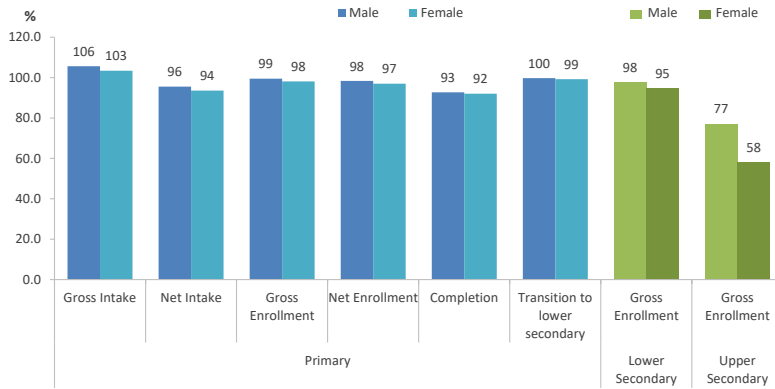
Data sources: UNESCO Institute for Statistics (UIS), EPDC calculation based on UIS data (see Data Table for year)

## FIG 7. STUDENT REPETITION BY GRADE AND LEVEL IN PRIMARY SCHOOL

Data source: EPDC calculation based on UIS data (see Data Table for year)

LEARNING

This section provides information on indicators of learning, which lend insight into the quality of educational provision. In this profile, learning is measured through literacy rates, which are important because literacy is a foundational skill needed to attain higher levels of learning, and national performance on learning assessments. Figure 8 demonstrates where Tajikistan stands in comparison to other low and middle income countries in access to education, measured as the primary school net enrollment rate, and youth literacy. Compared to other countries, Tajikistan ranks at the 89 percentile in access and at the 96 percentile in learning. Figure 9 compares youth and adult literacy rates and shows that, in Tajikistan, the literacy rate is 100% among the youth population; this is higher than the average youth literacy rate in other low income countries.

FIG 8. COMPARISON OF ACCESS AND LITERACY
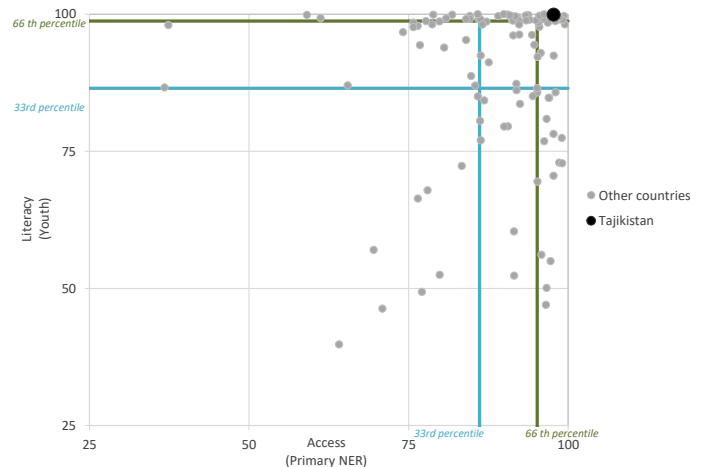
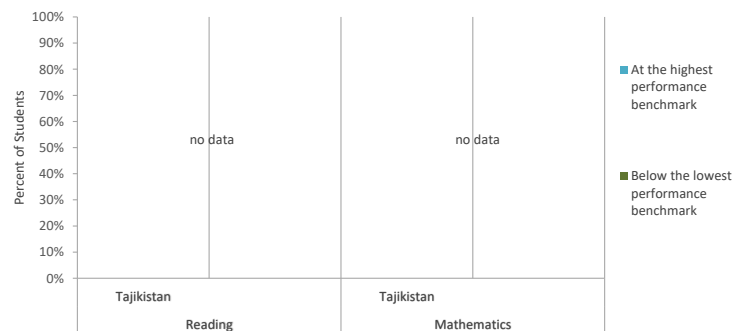Data source: UNESCO Institute for Statistics (UIS) (see Data Table for year)

FIG 9. LITERACY RATE AMONG YOUTH AND ADULT POPULATION
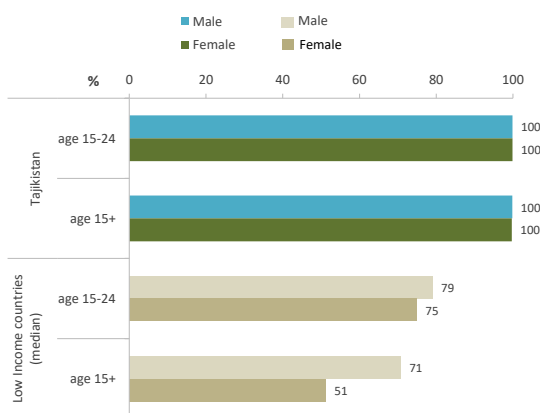
Data source: UNESCO Institute for Statistics (UIS) (see Data Table for year)

FIG 10. PERFORMANCE ON LEARNING ASSESSMENTS

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Figures 11 and 12 compare Tajikistan's per pupil expenditure (PPE) and pupil teacher ratio (PTR), where data is available, to those of other low income countries. PPE indicates a country's commitment to education at each school level. PTR is a proxy learning quality and resource availability indicator. In Tajikistan, the PTR in primary education is 22.3, meaning that on average there is one teacher for every 22.3 primary school students. This is lower than the median PTR in primary for low income countries, which is 40. In Tajikistan, the PTR in primary is higher than the PTR in secondary.

FIG 11. PER PUPIL EXPENDITURE (PPE) BY SCHOOL LEVEL (% OF GDP PER CAPITA)

Data source: UNESCO Institute for Statistics (UIS) (see Data Table for year)

FIG 12. PUPIL TEACHER RATIO (PTR) BY SCHOOL LEVEL
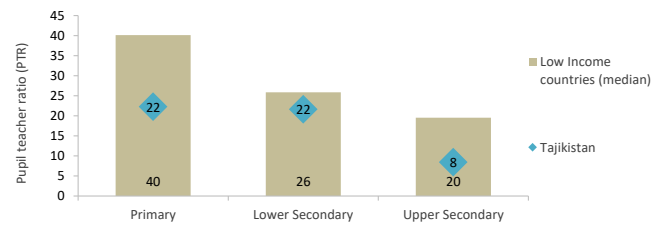
Data source: UNESCO Institute for Statistics (UIS) (see Data Table for year)

DATA TABLE

In this table, the values of different education indicators for Tajikistan are compared to all countries, to Europe & Central Asia, and to low and middle income countries. The percentile rank that is given indicates Tajikistan's standing relative to these country groups. A higher percentile rank indicates better relative performance than a lower percentile rank. Percentile rankings above 66% are considered high and colored in green, rankings between 33% and 66% are considered average and colored in yellow, and rankings below 33% are considered low and colored in red. For example, the gross enrollment rate for females in primary education in Tajikistan is 98%. For this indicator, Tajikistan ranks in the 29 percentile relative to all countries, meaning that 29% of countries have lower gross enrollment rates than Tajikistan.

KEY

<-- needs improvement ------------------------- can improve further -->

| below 33% | between 33th and 66th percentile | above 66% |

PERCENTILE RANK RELATIVE TO…

INDICATOR	VALUE	YEAR	All Countries	Europe & Central Asia	Low and Middle Income‡	DATA SOURCE
Literacy rate, 15+, Female	100	2014	93%	77%	94%	UNESCO Institute for Statistics (UIS)
Literacy rate, 15+, Male	100	2014	95%	77%	95%	UNESCO Institute for Statistics (UIS)
Literacy rate, 15-24, Female	100	2014	93%	77%	95%	UNESCO Institute for Statistics (UIS)
Literacy rate, 15-24, Male	100	2014	94%	77%	95%	UNESCO Institute for Statistics (UIS)
Gross intake rate, Primary, Female	103	2017	63%	75%	57%	UNESCO Institute for Statistics (UIS)
Gross intake rate, Primary, Male	106	2017	67%	75%	59%	UNESCO Institute for Statistics (UIS)
Net intake rate, Primary, Female	94	2017	87%	100%	94%	UNESCO Institute for Statistics (UIS)
Net intake rate, Primary, Male	96	2017	90%	100%	94%	UNESCO Institute for Statistics (UIS)
Gross enrollment rate, Primary, Female	98	2017	29%	35%	33%	UNESCO Institute for Statistics (UIS)
Gross enrollment rate, Primary, Male	99	2017	30%	41%	30%	UNESCO Institute for Statistics (UIS)
Gross enrollment rate, Lower Secondary, Female	95	2017	40%	41%	56%	UNESCO Institute for Statistics (UIS)
Gross enrollment rate, Lower Secondary, Male	98	2017	50%	58%	68%	UNESCO Institute for Statistics (UIS)
Gross enrollment rate, Upper Secondary, Female	58	2013	31%	0%	43%	UNESCO Institute for Statistics (UIS)
Gross enrollment rate, Upper Secondary, Male	77	2013	48%	0%	65%	UNESCO Institute for Statistics (UIS)
Net enrollment rate, Primary, Female	97	2017	75%	93%	86%	UNESCO Institute for Statistics (UIS)
Net enrollment rate, Primary, Male	98	2017	88%	100%	93%	UNESCO Institute for Statistics (UIS)
Net enrollment rate, Secondary, Female	78	2011	48%	12%	67%	UNESCO Institute for Statistics (UIS)
Net enrollment rate, Secondary, Male	87	2011	65%	31%	83%	UNESCO Institute for Statistics (UIS)
Repetition rate, Primary, Femaleᵞ	0	2016	92%	53%	91%	Education Policy and Data Center (EPDC)*
Repetition rate, Primary, Maleᵞ	0	2016	95%	65%	93%	Education Policy and Data Center (EPDC)*
Dropout rate, Primary, Femaleᵞ	1	2016	91%	89%	99%	Education Policy and Data Center (EPDC)*
Dropout rate, Primary, Maleᵞ	1	2016	89%	77%	97%	Education Policy and Data Center (EPDC)*
Survival rate, to Prim G5, Female						
Survival rate, to Prim G5, Male						
Completion rate, Primary, Female	92	2017	40%	18%	51%	UNESCO Institute for Statistics (UIS)
Completion rate, Primary, Male	93	2017	40%	25%	51%	UNESCO Institute for Statistics (UIS)
Transition rate, to Secondary, Female	99	2016	68%	47%	80%	Education Policy and Data Center (EPDC)*
Transition rate, to Secondary, Male	100	2016	78%	70%	89%	Education Policy and Data Center (EPDC)*
Pupil teacher ratio, Primaryᵞ	22	2017	41%	6%	58%	UNESCO Institute for Statistics (UIS)
Pupil teacher ratio, Lower Secondaryᵞ	22	2003	25%	0%	36%	UNESCO Institute for Statistics (UIS)
Pupil teacher ratio, Upper Secondaryᵞ	8	2003	86%	77%	90%	UNESCO Institute for Statistics (UIS)
Public education expenditure per pupil (% of GDP per capita), Primary						
Public education expenditure per pupil (% of GDP per capita), Secondary						
Percentage of children out of school, Primary, Poorest Quintileᵞ	5	2012	80%	58%	82%	EPDC extraction of DHS dataset
Percentage of children out of school, Secondary, Poorest Quintileᵞ	15	2012	88%	36%	88%	EPDC extraction of MICS dataset
Percentage of children out of school, Primary, Richest Quintileᵞ	2	2012	63%	43%	63%	EPDC extraction of DHS dataset
Percentage of children out of school, Secondary, Richest Quintileᵞ	10	2012	54%	0%	54%	EPDC extraction of DHS dataset
Percentage of children out of school, Primary, Urbanᵞ	2	2012	84%	65%	84%	EPDC extraction of DHS dataset
Percentage of children out of school, Secondary, Urbanᵞ	10	2012	82%	22%	82%	EPDC extraction of DHS dataset
Percentage of children out of school, Primary, Ruralᵞ	4	2012	76%	43%	76%	EPDC extraction of DHS dataset
Percentage of children out of school, Secondary, Ruralᵞ	14	2012	80%	29%	80%	EPDC extraction of DHS dataset
Percentage of children out of school, Primary, Maleᵞ	3	2012	77%	60%	83%	EPDC extraction of DHS dataset
Percentage of children out of school, Secondary, Maleᵞ	8	2012	87%	36%	86%	EPDC extraction of DHS dataset
Percentage of children out of school, Primary, Femaleᵞ	4	2005	64%	58%	76%	Multiple Indicator Cluster Survey (MICS Dataset)
Percentage of children out of school, Secondary, Femaleᵞ	18	2012	63%	15%	65%	EPDC extraction of DHS dataset
Percentage of children out of school, Primary, Totalᵞ	3	2012	73%	58%	81%	EPDC extraction of DHS dataset
Percentage of children out of school, Secondary, Totalᵞ	13	2012	78%	22%	80%	EPDC extraction of DHS dataset

‡ Includes World Bank classified low and middle income countries
ᵞ Lower data values indicate better performance on these indicators

* EPDC calculation based on UIS data

INDICATORS AND DEFINITIONS

Completion Rate	The total number of students completing (or graduating from) the final year of primary or secondary education, regardless of age, expressed as a percentage of the population of the official primary or secondary graduation age.
Dropout Rate	Proportion of pupils from a cohort enrolled in a given grade at a given year who are no longer enrolled in the following school year.
Educational Attainment	The highest level of education an individual has achieved.
Gross Enrollment Rate (GER)	Total enrollment in a specific level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education in a given school-year. Often higher than 100% because of repetition and overage students.
Gross Intake Ratio (GIR)	Total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age.
Literacy Rate	The ability to read and write with understanding a simple statement related to one's daily life. Literacy often involves a continuum of reading and writing skills.
Net Enrollment Rate (NER)	Enrollment of the official age-group for a given level of education expressed as a percentage of the corresponding population.
Net Intake Rate (NIR)	New entrants in the first grade of primary education who are of the official primary school entrance age, expressed as a percentage of the population of the same age.
Percentage of Children Out of School	Proportion of children of a given age group who are not currently enrolled in any schooling.
Public Education Expenditure per Pupil (PPE)	Total number of pupils/Total education budget.
Pupil Teacher Ratio (PTR)	Average nationally of: Total number of pupils/Total number of teachers. Rates may vary significantly throughout the country.
Repetition Rate	Proportion of pupils from a cohort enrolled in a given grade at a given school-year who study in the same grade in the following school-year.
Survival Rate	Percentage of a cohort of pupils enrolled in the first grade level or cycle of education in a given school year who are expected to survive through a certain grade regardless of repetition.
Transition Rate	The number of pupils admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils enrolled in the last grade of the lower level of education in the previous year.
Both	Measures using "Both" in their title combine male and female rates.
Poorest Quintile	Proportion of pupils who belong to the bottom 20% of a country's population, based on household wealth measured by an index of household assets.
Richest Quintile	Proportion of pupils who belong to the top 20% of a country's population, based on household wealth measured by an index of household assets.

DATA SOURCES AND LEARNING ASSESSMENTS

Demographic and Health Survey (DHS)	Nationally-representative household surveys that provide data for a wide range of indicators in the areas of population, health, and nutrition. They have large sample sizes (between 3,000 to 50,000 households) and are typically conducted about every 5 years in developing countries. It is funded by USAID and implemented by ICF International.
Multiple Indicator Cluster Survey (MICS)	Household surveys that produce internationally comparable estimates of a range of indicators in the areas of health, education, child protection and HIV/AIDS. It is developed by UNICEF to provide statistically rigorous data on the situation of children and women. Since the mid-1990s, there has been 4 rounds of the MICS survey, with the latest in 2009-2011.
UNESCO Institute for Statistics (UIS)	Statistical office of UNESCO and the primary UN depository for cross-nationally comparable statistics on education, science and technology, culture, and communication covering more than 200 countries and territories. It was established in 1999 and collects data directly from the national statistics agencies of its members.
Analysis Programme of the CONFEMEN Education Systems (PASEC)*	PASEC has been administered in 13 countries in Francophone West Africa. PASEC is designed to assess student abilities in mathematics and reading French. The program is managed by CONFEMEN (La Conférence des Ministres de l'Education des pays ayant le français en partage) and has been in place since 1993. It is typically administered to students in 2nd and 5th grades.
Progress in International Reading Literacy Study (PIRLS)*	The PIRLS reading assessment, which is carried out by the International Association for the Evaluation of Educational Achievement (IEA) is an assessment of reading comprehension skills. In most countries, PIRLS is administered in school to children in the 4th grade of formal school, every five years since 2001. In a small number of countries, it may be administered at a different grade.
Trends in International Mathematics and Science Study (TIMSS)*	The TIMSS math assessment, which is carried out by the International Association for the Evaluation of Educational Achievement (IEA), assesses pupils knowledge and understanding of mathematical concepts. TIMMS has been administered to children in the 4th and 8th grades of formal schools every four years since 1995. In a small number of countries, it may be administered at different grade levels.
Second Regional Comparative and Explanatory Study (SERCE)*	The SERCE assessment was administered in 16 countries in Latin America and the Caribbean by the Latin American Laboratory for Assessment of the Quality of Education (LLECE) in 2006. SERCE was administered to children in the 3rd and 6th grades of formal school. It measures student ability in the areas of reading, mathematics, and science.
Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ)*	The SACMEQ assessment is designed to assess student abilities in mathematics and reading English. SACMEQ reading and math assessments have been carried out in countries in Anglophone East Africa in 1995, 2000, and 2007. SACMEQ is administered in school to children in the 6th grade of formal school.
Highest Performance Benchmark*	The highest test-specific performance or learning levels of an assessment. These benchmarks are different for each assessment because each assessment uses different constructs, tools, and procedures. Additionally, assessments vary in the standards for each learning achievement benchmark, the number of benchmarks according to which test-takers can be evaluated, and the youth populations they test.
Lowest Performance Benchmark*	The lowest test-specific performance or learning levels of an assessment. These benchmarks are different for each assessment because each assessment uses different constructs, tools, and procedures. Additionally, assessments vary in the standards for each learning achievement benchmark, the number of benchmarks according to which test-takers can be evaluated, and the youth populations they test.

* Learn more about assessment data and what competencies correspond with performance benchmarks at www.epdc.org/data-about-epdc-data/about-epdc-learning-outcomes-data.

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