



Asia South Pacific Association  
for Basic and Adult Education  
*Learning Beyond Boundaries*

## **Public Organization - League of women with disabilities «Ishtirok»**

**April - July 2018**

### **Analysis of the situation on inclusive education for people with disabilities in the Republic of Tajikistan**

Report on the results of the baseline research

## **EXPRESSION OF APPRECIATION**

A basic study on the inclusive education of people with disabilities in the Republic of Tajikistan (RT) conducted by the Public Organization Disabled Women's League “Ishtirok”. This study was conducted under financial support from ASIA SOUTH PACIFIC ASSOCIATION FOR BASIC AND ADULT EDUCATION (ASPBAE)

The research team expresses special thanks to the Executive Office of the President of the RT for assistance in collecting data at the national, regional, and district levels. In addition, we express our gratitude for the timely provision of data to the Centre for adult education of Tajikistan of the Ministry of labor, migration, and employment of population of RT, the Ministry of education and science of RT.

We express our deep gratitude to all public organizations, departments of social protection and education in the cities of Dushanbe, Bokhtar, Khujand, Konibodom, and Vahdat. Moreover, we are grateful to all parents of children with disabilities, secondary school teachers, teachers of primary and secondary vocational education, who have made a significant contribution to the collection of high-quality data on the development of the situation of inclusive education for persons with disabilities in the country.

### **Research team:**

**Saida Inoyatova** – coordinator, director, Public Organization - League of women with disabilities «Ishtirok»;

**Salomat Asoeva** – Assistant Coordinator, Public Organization - League of women with disabilities «Ishtirok»;

**Larisa Alexandrova** – lawyer, director of the Public Foundation “Your Choice”;

**Margarita Khegay** – socio-economist, candidate of economic sciences.

*Excerpts from this study can freely be reproduced appropriate referencing*

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## ABRIVIATIONS

ATCT	Adult Training Center of Tajikistan
CEDAW	UN Committee on the Elimination of Discrimination Against Women
CofAO	Code of Administrative Offenses
CRC	UN Committee on the Rights of the Child
CRPD	Convention on the Rights of Persons with Disabilities
ChWD	Children With Disabilities
CYAS	Committee on Youth Affairs and Sports
DSR	Districts Subordinate to the Republic
ED	Education departments MES RT
EOP	Executive Office of the President
GD	Government Decree
MES	Ministry of Education and Science
MHSPP	Ministry of Healthcare and Social Protection of population
MLMEP	Ministry of Labor, Migration, and Employment of the Population
NABT	National Association of the Blind of Tajikistan
NADPT	National Association of Deaf People in Tajikistan
NLA	Normative-Legal Acts
PMPC	Psychological Medical Pedagogical Consultation
PWD	Persons With Disabilities
RT	The Republic of Tajikistan
SDGs	Sustainable Development Goals
SMSES	State Medical and Social Expertise Service
SPDP	Social Protection Departments of the Population MLMEP RT
UN	United Nations
UPR	Universal Periodic Review

## INTRODUCTION

Respect for the rights of persons with disabilities has taken on an immense importance for the world community. Convention on the Rights of Persons with Disabilities, which was adopted in 2006<sup>1</sup>, is one of the first international legal documents enshrining all the rights of persons with disabilities. In March 2018, the President of the Republic of Tajikistan Emomali Rakhmon signed the UN Convention on the Rights of Persons with Disabilities (CRPD) and Tajikistan became a member of this Convention.

Over the past decade, attitude towards people with disabilities has changed in Tajikistan. The society now promotes attitude towards people with disabilities, as citizens who have equal rights to self-sufficiency, including the freedom to make their own choices, effective involvement and inclusion in public life, access to education and employment, and other rights guaranteed to all citizens.

Such an attitude towards people with disabilities is guaranteed by the legal framework, which has received a new momentum over the last decade. In 2010, the new Law of the Republic of Tajikistan “On the social protection of the disabled” was adopted. In 2011, implementation of the National Concept of Inclusive Education for Children with Disabilities began. In 2016, Tajikistan adopted the Intersectional National Program for the Rehabilitation of Persons with Disabilities 2017-2020, conforming to the Convention on the Rights of Persons with Disabilities (CRPD). The National Program was the first legal regulatory document on disability issues since the country gained independence in 1991. It affects the rights of persons with disabilities in the areas of healthcare, rehabilitation, education, life support, social protection, culture, accessible environment, justice and other areas of life. The Intersectional National Program provides a long-term vision and action plan for the rights of persons with disabilities in Tajikistan until 2020. Comprehensive analysis on disability<sup>2</sup> was held in 2015 with financial and technical support from the United Nations Partnership to Promote the Rights of Persons with Disabilities (UNPRPD). The results of this analysis were used for endorsement by the government of the National Development Strategy 2016-2030 (NDS) and Medium-Term Development Strategy for 2016-2020 (MTDS), and for ensuring due consideration of problems of the rights of persons with disability.

Public organizations of persons with disabilities and parents of children with disabilities play a significant role in the implementation of the policy of inclusion of children with disabilities in education. This public organizations provide social and educational services in various centers for ChWD and their parents. Also, they cooperate with state authorities of social protection and education, rendering the training services and accompanying services to children with special needs in educational establishments.

Owing to the national policy of inclusivity of children with disability in education, ChWD numbers considerably increased in public schools, moreover homeschooling enrollment of children with especially severe forms of diseases has increased. According to the Ministry of Education and Science of the Republic of Tajikistan, in 2016-2017 academic year 8953 of school-age children with disabilities have been enrolled in education, 9.7% of them received

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<sup>1</sup> **The Convention on the Rights of Persons with Disabilities** was adopted by the United Nations General Assembly on December 13, 2006 and came into force on May 3, 2008 following accession or ratification by twenty states. At the same time with the Convention the Optional protocol to it is accepted and came into force. As of April 2018 year 177 states and the European Union participate in the Convention, 92 states — in the Optional protocol

<sup>2</sup> «Analysis of legal, economic and functional prerequisites for Tajikistan’s accession to the Convention on the Rights of Persons with Disabilities», 2015

training at home, 24.8% studied in specialized boarding schools and 68.6% studied at public schools.<sup>3</sup> However, current education coverage of ChWD is less than half of the population registered in the database of social security administration. Despite significant achievements in the field of inclusion ChWD in education in less than ten years, much remains to be done. More resources need to be made available aiming at development of infrastructure in educational establishments. Equipment with additional technical means, training of specialists, elimination of stigma among community, and many others remain necessary. Especially important are effective coordination of efforts of the state, civil society, and the international community in defining priorities and implementation of plans and programs.

This research was conducted by Public Organization - League of women with disabilities «Ishtirok» with financial support of ASIA SOUTH PACIFIC ASSOCIATION FOR BASIC AND ADULT EDUCATION (ASPBAE) within support of activity of initiative group on creation of Alliance on advance of education for all throughout life in line with:

- strategic objective 4 of SDGs, “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”  
and
- strategic objective 5 of SDGs «Achieve gender equality and empower all women and girls»

with a focus on people with disabilities. This is a basic study, its results will allow a quantitative and qualitative assessment of the situation in the country, in the field of inclusion of people with disabilities in education at all levels (preschool, general secondary and vocational), and will make it possible to measure progress in the implementation of projects / programs in the field of inclusive education in the future.

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<sup>3</sup> Information system of administration of education -1. – Ministry of Education and Science RT, 2017

## 1. AIMS AND TASKS

*Aim* of this study is assessment of access of persons with disabilities (PWD) to inclusive and quality education in lifespan, from gender perspective.

### *Tasks of this study:*

- Review of the legal framework governing access for PWD to various education levels, including pre-school, general secondary and vocational;
- Review of institutional system and mechanism of inclusion of PWD into the education system;
- Statistical review for inclusion of PWD in the education system;
- Identification of opportunities and barriers for PWD inclusion into education system, including pre-school, secondary and vocational;
- Developing recommendations for responsible ministries and interested parties for enhancement of the capacity for inclusion of PWD in the education system.

## 2. METHODOLOGY

### 2.1. Data sources

For the study primary and secondary data sources were used. Primary data sources include interviews, the results of discussions in focus groups, the responses of official structures to the requests of the research group. The main sources of primary information in this study were:

- Persons with disabilities who have had a positive or negative experience of inclusion in education;
- The parents of ChWD who have had a positive or negative experience with the inclusion of their children in preschool or secondary education;
- Representatives of secondary schools in cities and regions;
- Representatives of secondary vocational and higher educational establishments;
- Representatives of public organizations working in the field of ChWD and PWD inclusion in the educational system;
- Representatives of the departments of social security, education, and governmental authorities in the region;
- Responses of the ministries / departments to requests of the research team.

Secondary sources include published data. The main sources of secondary information in the study were:

- Tajikistan's international obligations with respect to rights of people with disabilities;
- The normative legal acts of the Republic of Tajikistan governing the inclusiveness of PWD and ChWD in the education system;
- The statistical data reflecting the inclusiveness of ChWD and PWD in the system of preschool, secondary general and vocational education;
- Studies and reports on implemented projects and other publications on inclusive education in Tajikistan.

## **2.2. Sampling**

For the collection of primary data, a sample was developed in accordance with the aims and tasks of the basic study.

For requests on the situation in the field of inclusive education were identified ministries / departments responsible for the implementation of the Concept of inclusive education for 2011-2017:

- Executive office of the President of the Republic of Tajikistan coordinating implementation of the Concept;
- Statistical Agency under the President of the Republic of Tajikistan responsible for accounting;
- The Ministry of Education and Science of the Republic of Tajikistan responsible for preschool, general secondary, secondary and higher vocational education;
- The Ministry of Health and Social Security of the Republic of Tajikistan responsible for the registration and provision of medical and rehabilitation services for PWD and ChWD;
- The Ministry of Labor, Migration and Employment of the Republic of Tajikistan responsible for primary vocational education.

The following cities were selected for interviews and focus groups:

- Dushanbe city – the capital of RT;
- Bokhtar city – the regional center of Khatlon province;
- Khujand city – the regional center of the Sughd province;
- Vahdat city - a district center where representatives of schools and public organizations from the city and rural settlements were invited for establishment of the focus group;
- Konibodom city - district center where representatives of schools and public organizations from the city and rural settlements were invited for establishment of the focus groups.

For statistical analysis data at the national level by district and gender were used, where information was available.

## **2.3. Data collection methods**

Questionnaires for official requests to the ministries/departments were developed according to the responsibilities in implementation of the Concept of inclusive education for 2011-2017. The questionnaires included statistics request for dynamics of process as of the end of 2017, and questions about the inclusion of ChWD and PWD in the education system and coordination mechanisms between departments - the mechanism for redirecting ChWD and PWD from the moment of disability identification and registration to inclusion in the education system.

For discussions in the FGD a questionnaire was developed consisting of five blocks:

- Opportunities and barriers to inclusion ChWD in preschool education;
- Opportunities and barriers to inclusion ChWD in school education;
- Opportunities and barriers to inclusion PWD in secondary and higher vocational schools;
- Opportunities and barriers to inclusion PWD in the training system of short-term professional courses at the Centers for Adult Education of Tajikistan MLMEP RT;
- Opportunities and barriers in families for inclusion of ChWD in the education system.

During the discussions of each of the blocks disability type and specific limitations as well as the possibilities for each disability type were identified – problems with the musculo-skeletal system, hearing limitations, vision, and mental or psychological limitations, etc...

The length of the discussion in focus groups - from 48 minutes (min.) to 1 hour 55 minutes (max.).

Conduction of the individual interviews were made up of semi-structured questionnaire that included the following main points:

- Type of disability;
- Experience or attempt to inclusion in educational establishments;
- Barriers and opportunities;
- Recommendations for the Government, for local authorities, for the local community, for parents, for public organizations.

The length of each individual interview were 20 minutes (min.) upto 2 hours and 15 minutes.

Secondary data was collected from a review of available information on the Internet — research results, media publications, as well as received from organizations conducting research in the field of inclusive education. For the analysis of the regulatory legal base the Adliya resource (national electronic legal database) was used .

## **2.4.Data analysis methods**

Data were analyzed by quantitative and qualitative methods.

*Quantitative methods* included statistical data analysis, namely gender-sensitive dynamic and correlation analysis, with consideration of the ratio of quantitative indicators for the administrative districts where data were available. Some indicators were analyzed only at the national level or at the province level due to limited access to data.

*Methods of the qualitative analysis* have been chosen according to research tasks and data sources.

The analysis of legal and regulatory framework was carried out by the method of comparative analysis of the international obligations of the Republic of Tajikistan, in the field of inclusive education for persons with disabilities with the national legal framework. Based on this analysis recommendations on the implementation of those obligations which have not yet been reflected in the national NLA were developed.

To evaluate the inclusion process of persons with disabilities in the education system a situational analysis based on the results of research publications in the media, the discussions results in the focus groups and individual interviews was used. Opportunities and barriers to expansion of PWD coverage with education – secondary and vocational were identified.

The institutional system was analyzed and model mechanism of redirection ChWD from disability identifying and registering to inclusion in education was developed. The recommendations on the expansion and accessibility of services for PWD inclusion in education are developed.

## **2.5. Stages and timing of conducting a basic study**

Analysis of the obtained data was conducted in four stages:

*1st stage:* Development of methodology and tools (questionnaires). Discussion and approval. Time frame for implementation - March, 2018.

*2nd stage:* Data collection. Sending requests to the ministries / departments, conducting focus groups, individual interviews, review of NLA, review statistics, a review of published studies and reports. Time frame for implementation: April - May, 2018.

*3rd stage:* Data analysis, preparation of the 1st draft of the basic study report. Time frame for implementation: June, 2018.

*4th stage:* Discussion with interested parties. Revision and editing with regard to findings of the study. Preparation of the final draft of the basic study report. Time frame for implementation – July, 2018.

### **3. RESULTS OF THE BASIC STUDY**

#### **3.1. Analysis of legal and regulatory frameworks governing inclusive education of persons with disabilities**

Tajikistan, as a member of the international community, has recognized a number of international legal instruments governing human rights, children rights, women rights, and work migrant rights, in Art. 10 of the Constitution of the Republic of Tajikistan. In March 2018, in the UN headquarters the President signed the international legal document guaranteeing the rights of disabled people – the Convention on the Rights of Disabled People (CRPD). Thus, the Republic of Tajikistan joined the CRPD. The next step is its ratification by the parliament of the country - Majlisi Namoyandagon Majlisi Oli of the Republic of Tajikistan.

Tajikistan, as a participant in seven international human rights documents, was given recommendations with the Charter and treaty bodies of the United Nations on inclusive education ChWD and PWD.

In 2017, the UN Committee on the Rights of the Child recommended, with reference to its general comment No. 1 (2001) on the goals of education based on tasks 4.1 and 4.2 of the Sustainable Development Goals to ensure complete free, equal and equitable primary and secondary education and have access to quality early childhood development, care and pre-primary education for all girls and boys by 2030 – The Committee recommends to the participating State:

- a) continue to take measures to improve the quality of education, recruitment and continuous training of teachers and the construction of educational establishments throughout the participating State's territory paying particular attention to rural and remote areas, through transparent and effective financing of the education sector;
- b) consider the social factors, including support from parents and cultural perceptions about a role of girls and women in order to ensure equal access to education for girls at all levels including the higher education and to pay special attention to the education programs aimed at empowering girls;
- c) improve the quality of preschool education and make it more accessible from a physical and financial point of view, including for children from marginalized families.

In 2015, the UN Committee on Economic, Social and Cultural Rights recommended the Government of Tajikistan to consider amending the Law on Social Protection of Disabled Persons 2010 to explicitly recognize the denial of reasonable accommodation as a form of discrimination in accordance with the legislation, and to take all necessary measures of policy and organizational arrangements for wider use by disabled persons of their economic, social and cultural rights. In this regard, the Committee draws the participating State's attention to general comment No. 5 (1994) on persons with disabilities.

The Committee recommends that the participating State take all appropriate measures to address the high dropout rates among disadvantaged children, including girls, children with disabilities, children belonging to minorities and children of migrant workers or refugees and

reduce gender imbalances in education. (Rec. 34 of the UN Committee on Economic, Social and Cultural Rights);

The Committee recommends the participating State to develop inclusive education for children with disabilities, by allocating resources to ensure reasonable accommodation and additional vocational training for teachers (Rec. 36 of the UN Committee on Economic, Social and Cultural Rights).

In 2013 the UN Committee on the Elimination of Discrimination against Women recommended:

a) take all necessary measures, including temporary specific measures, to improve the situation of disadvantaged groups of women, ensure their protection from exploitation and expand their access to health services, social security benefits, education, employment and participation in political and public life. (Rec. 32 CEDW);

The Committee recommends the participating State to:

a) address and eliminate barriers to the access of girls and women to education, such as negative cultural attitudes about gender roles; reduce and prevent dropout from education among girls; and strengthen the implementation of re-entry policies, enabling girls who have dropped out to return to school;

b) implement measures to eliminate traditional stereotypes and structural barriers that often deter girls from enrolling in mathematics, informatics, natural science and technology subjects at the secondary and tertiary levels of education;

c) step up efforts to provide girls with career counselling that orients them to non-traditional career paths. (Rec. 24 CEDW).

Recommendations were also made within the framework of the UPR from various countries that Tajikistan has adopted on the inclusive education of ChWD and ratification of CRPD.

Today in Tajikistan, under Art. 41 of the Constitution of the Republic of Tajikistan, it is defined that "Everyone has the right to education. The general basic education is compulsory. The State guarantees the receipt of general basic, compulsory, free education in State education facilities."

Other forms of education are defined by the law. This norm doesn't allocate persons with disability and children with disability, but the word "everyone" also means that nobody must be exposed to discrimination on any way in a right to education. For further details this norm develops in Art. 6 of the Law of RT "Education Act" which says that "The state guarantees right to education to citizens of the Republic of Tajikistan, regardless of national origin, race, gender, language, religion, political affiliation, social or cultural status. The state guarantees to citizens of the Republic of Tajikistan free compulsory general main education in the State educational establishments, and within the state laws on a competitive basis in the subsequent steps education free of charge.

Parts 6 and 7 of this article confirm that "the state guarantees the provision and expenses for training in public educational establishments for children with disabilities and persons with disabilities, at the expense of budget funds, and ensures their employment after graduation from educational institutions. If a child cannot study in the general education system due to his health condition, they should receive free education at home or in medical institutions." Also in Art. 1 of the Law of RT "About Education" the notion of "inclusive education" is presented, which means "creating an enabling environment for children, regardless of gender, race, language, nationality, religious beliefs, physical or mental disabilities, abilities, cultural and social provisions for education."

The law guarantees inclusivity of education for various vulnerable groups, and special education for ChWD as needed. To do this, specialized educational establishments, which provide special conditions based on the children's needs, and provide special education programs, as well as medical and social rehabilitation are being created (Art. 22 of the Law "About Education").

The inclusivity of preschool education for ChWD is not highlighted in the Law of RT "On Education", although the support of children from other vulnerable groups, like children from low-income families is allocated with separate point. In the Law of the Republic of Tajikistan "On preschool training and education" in part 2 of Art. 12 it is emphasized that the accessibility of preschool education and training for children with limited physical and mental capabilities is provided by programs approved by the authorized state body in the field of education in coordination with the authorized state bodies in the health and social protection of the population sectors. However, in the public domain, and in the official electronic legal base "Adlia" there is not a single document regulating the mechanism for the implementation of this norm.

In the law of the RT "On primary vocational education", PWD and other individuals, who require special social care, In Art. 20 of this Law, it is indicated that the state guarantees for persons disabled from childhood, people with disabilities due to wounds, injuries and preferential rights to enroll in state primary vocational educational establishments for the acquisition of a profession in accordance with their desire and labor recommendations of a medical-occupational expert commission (MOEC).

In Art. 23 of the Law of RT "On basic vocational training" noted that special vocational lyceums are created for training, education and treatment of disabled teenagers with disturbance in his physical development as well as children with other disabilities. Students of state specialized educational establishments are on full state support.

This norm can be understood in two ways. It is not entirely clear whether PWD can study in ordinary vocational lyceums with other healthy citizens or not, as the law calls for the creation of special educational institutions for them. No mentioning of inclusivity is present in this law. On the one hand, this Law creates care for PWD, but on the other hand, it isolates them from society, thereby discriminating and violating their right to choose a vocational school.

The Law of the Republic of Tajikistan "On Higher and Postgraduate Professional Education" does not separately focus on the inclusivity of teaching for PWD in higher educational establishments. Only p. 9 of Art. 13 of this Law mentions preferential consideration for admission to higher education of ChWD (according to the conclusion of the state authorities) and for persons with the I and II disability category. According to this conclusion, training in relevant educational institutions in case of successful passing of centralized entrance examinations (get required scores on the relevant academic disciplines) in educational establishments of higher vocational education in accordance with the procedure established by the authorities of the state education is not prohibited.

The Law of the RT "On Education" provides the curriculum for additional education. In accordance with this, a special Law of the RT "On additional education" was adopted. According to this Law, additional education is the system of training and education, carried out on the basis of additional education programs, aimed at studying modern science, equipment and technology, creativity, obtaining a new vocation, retraining, qualification improvement, which a person can receive during study at school, after graduation and after receiving a diploma for free or for a fee in institutions of general and vocational education outside the main educational programs or in training establishments of additional education without restriction. There was nothing in this Law about inclusivity of ChWD and PWD in additional education.

The only norm that encompasses disabled children is part 2 of Art. 17 of the Law of the Republic of Tajikistan “On Additional Education”, which indicates that the state protects the students rights of the individuals studying in additional education institutions and ensures the organization of training and education of children from low-income and large families, disabled children, orphans and children deprived of parental care, in accordance with the legislation of the Republic of Tajikistan. However, the regulatory mechanism of this rule is not clear.

The Law of the Republic of Tajikistan “On Social Protection of Persons with Disabilities” guarantees preschool education and creation of conditions for ChWD in general preschool establishments (Art. 18). Offering of general secondary education in general secondary education establishments, which if necessary, will be equipped with special technical means (Art. 19). State authorities are obligated to ensure the availability of out-of-school education for disabled children (Art. 21). Vocational education of pPWD (primary, secondary, higher and postgraduate) is carried out in establishments of general education (Art. 23). Also, all these norms guarantee provision of special establishments for ChWD and PWD, if they cannot, according to testimony or for other reasons, study in the general education system, i.e. this choice is given to them. The different number of acts in which there is no unity causes discrepancies and divergence in the interpretation of the norms of these laws. This undermines the usefulness of these laws to PWD.

The analysis of the norms of laws in the field of education and the Law of the RT “On the social protection of persons with disabilities” reveals lack of regulation and consistency for the learning process of PWD and ChWD, with various types of disabilities. For instance, no clear outline of the curriculum is drawn for general education of children with poor eyesight or hearing difficulties. Nor does exist a clear picture of necessary conditions that need to be created for these children. Laws in the field of education stipulate that for each form of education state standards were developed upon which the learning process is built. For example, the state standard of general education in the Republic of Tajikistan, approved by the DGRT No. 494 of 01.08.2015 in p. 8, plans for the introduction of inclusive education in general education establishments. However, the progression of inclusive education implementation is not outlined.

The procedure implementation of a certain act or resolution of conflicting norms of acts of the same legislative validity are resolved by the Law of the Republic of Tajikistan “On regulatory legal acts”. In accordance with p. 2 of Art. 84 of this law, regulatory legal act of one level has a legal advantage over a regulatory legal act of the same level if there are contradictions in the following cases:

- if this regulatory legal act on one regulated problem was adopted later than the previous regulatory legal act;
- if the subject of regulation of this regulatory legal act in relation to another regulatory legal act is common, it is special.

Thus, on the example of the aforementioned contradictions in the Law of the RT “On Education” and the Law of the RT “On Primary Professional Education” which states that for PWD special educational institutions are provided, and in the Law of the RT “On Education” states that they can also be trained jointly, the norm of a special regulatory act - the Law of the RT “ On primary professional education” will prevail as it was adopted earlier. The same applies to the Law of the RT “On Social Protection of Disabled Persons”, where education of disabled people will be a special act, but according to the publication year it is adopted later than the RT Law "On education". In order to eliminate these conflicts, revision of acts of equal validity is needed.

The next drawback of legislative regulation in matters of PWD and ChWD inclusion is the declarativeness of rights and guarantees of inclusion, the mechanisms for implementation of these guarantees are not developed, as was shown by the analysis of state standards of various forms of education. It is necessary to create these mechanisms. Adoption of the National concept of inclusive education for ChWD in the Republic of Tajikistan for 2011-2015 approved by DGRT No. 228 of 30.04.2011 was one of such mechanisms. In the present concept it is specified that the first stage of its implementation will pass from 2011 to 2015, the second stage from 2016 to 2020. The first stage is over. The second stage was not confirmed by any document. The MES of RT did not report whether the first stage of the implementation of the concept was monitored and when it is planned to start the second. Unfortunately, such level of attention is not enough for the sound development of the education system of RT.

The National Strategy for the Development of Education of the Republic of Tajikistan until 2020 was approved by the Decree of the Government of the Republic of Tajikistan of 30 June 2012, No. 334, Which was after the approval of the National concept for Inclusive Education for 2011-2015. It has a problem that is still relevant today, there are no special state programs for the integration of children with special needs in primary, secondary and higher vocational education, which would take into consideration their socialization and other measures for their full inclusion in adult life. Moreover, problems of training for ChWD are mentioned but as a precise solution is provided for them. Although, one indicator is designed for reduction of the relative number of children not covered by the education for health reasons, it still does have qualitative criteria to quantify the number of children that are considered ChWD.

### **3.2. Analysis of the institutional system involved in the process of inclusion of persons with disabilities in education**

#### **3.2.1. Institutions and authorities**

Tajikistan has a wide network of state institutions that are involved in the process of empowering children with special needs for socialization and inclusion in education.

District and City *departments of social protection* of the MHSPP RT, a) reveal PWD; b) sent for medical documentation in the SMSES; c) sent for advice in PMPC; d) provide assistance at home for persons with disabilities who have severe movement restrictions; e) sent for consultation and social support in public organizations of persons with disabilities; f) sent to specialized boarding schools for children with special needs.

*State Medical and Social Expertise Service* (SMSES) MHSPP RT conducts screening of children for limited capacity and issues a certificate in the case of identification of limited capacity, which is necessary for registration of a pension for a child with a disability before the age of 18. SMSES operating in 27 districts and cities of the country.<sup>4</sup>

*Psychological medical pedagogical consultation* (PMPC) MHSPP RT operate in polyclinics in cities and districts, include a psychiatrist, a neuropathologist, a speech therapist, as well as specialists in the vision and hearing organs. After examination PMPC gives directions to specialized institutions, to general preschool or school institutions, or to public organizations providing educational services to children with special needs and their parents for training in educational institutions.

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<sup>4</sup> Healthcare in the Republic of Tajikistan. – Statistical Agency under the President of the Republic of Tajikistan, 2015

**The departments of public education** of cities and districts of the MES of the RT send children with special needs to preschool or school establishments, depending on their needs, or to resource classes,<sup>5</sup> either to general classes.

**Establishments of preschool and secondary general education** of the MES RT receive children with disabilities. Although not all schools have appropriate conditions (trained teachers, technical equipment, ramps, toilets, etc.), the number of students with disabilities in comprehensive schools increases every year.

**Specialized boarding schools for children with special needs** of the MES RT. In Tajikistan, there are 12 *specialized boarding schools for ChWD*, where ChWD due to health problems live and study: 2 boarding schools for the deaf (one each in the Sogd province and one in the RRS), 2 boarding schools for children with hearing impairments or late-onset hearing (both in DSR), 3 boarding schools for blind and visually impaired children (two in the Sughd province and one in DSR), 1 boarding school for children with polio (in DSR) and 4 boarding schools for children with mental deficiencies (one in the Khatlon province, one in the Sughd province and two in Dushanbe).

**Establishments of secondary and higher vocational education** MES RT accept applicants with special needs on a competitive basis, but there are benefits and quotas for admission to such applicants.

**Adult Training Center of Tajikistan (ATCT)** MLMEP RT in cities and districts provides training for occupations at short-term courses, up to 6 months. Admission to courses does not require entrance examinations. Until 2017, ATCT did not accept PWD due to the lack of special conditions - trained specialists, technical equipment, etc. Since 2018 with the support of the The Country office of the Institute for International Cooperation of Adult Education Association (DVV International) in Tajikistan in partnership with League of women with disabilities “Ishtirok” and Association of Adult Education of Tajikistan through financial support of European Union and The Federal Ministry for Economic Cooperation and Development (BMZ), Germany started creating and adopting classes to meet the needs of persons with disabilities in three pilot areas (Dushanbe, Panjakent and Rasht).

The advantages of state institutions consist of being evenly distributed across all administrative districts, and awareness of the employees of the state policy of inclusive education. For the time being, not in all district employees of state agencies on provision services for ChWD have sufficient qualification potential, technical means and the infrastructure necessary to provide quality services.

**Association of Parents of ChWD and public organizations of disabled persons** have a wide network throughout the country, support in advising the parents of ChWD, preschool preparation of ChWD, training parents of ChWD, teachers and social workers to prepare children with special needs for training in general education establishment. As well as, to provide support services for such children in preschool and general education establishments. So far, this is not regularly regularly practiced nor is it widely practiced. Such organizations are not in all districts. However, some organizations, like the National Association of the Deaf of Tajikistan (NTAG), have their organizations in all districts of the country, and the National Association of the Blind of Tajikistan (NABT) has its branches in 17 districts of the country. These two organizations were created more than 70 years ago and have many years of experience in providing help to PWD in joining normal social life and has some level of

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<sup>5</sup> Resource classes are formed at comprehensive schools and specialize by type of disability. In these classes collect children of different ages but with the same needs. For example, blind and visually impaired or deaf and hearing impaired. In resource classes children learn, for example, sign language or Braille. Along with this, they are trained in subjects included in the program of secondary education.

potential for employment of PWD. An active role in the implementation of gender policies in the field of inclusive education is played by the NWD, which unites ten organizations, many of which have branches in different districts, e. g. NADPT and NABT are the members of the network. A significant contribution to the implementation of the policy of inclusive education is made by the National Coalition of PCD, which has 37 member organizations from 27 cities and districts of the country. Their number and distribution throughout the country is impressive and can be efficiently utilized to include services of this institute in national plans on a regular basis, with appropriate funding from the state budget. ANNEX 7-10 contain a list of members of these organizations, as well as their branches in districts of the country.

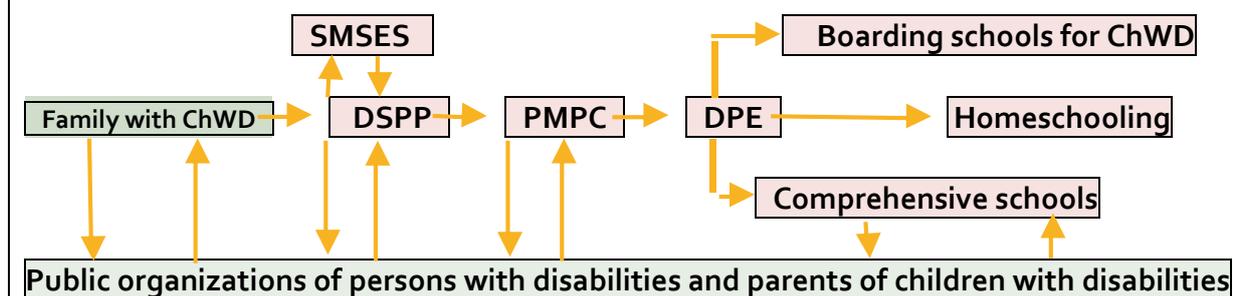
**Families with ChWD** are formed into a separate institution, because these families are the ones who make decisions about the choice of certain services. Also, the responsibility of raising the ChWD and providing the conditions necessary for them to receive education and be included in social life rests on the shoulder of the families. Parental responsibility is governed by the Law "On the responsibility of parents for the education and upbringing of children". In accordance with Art. 9 of this Law, when training children, parents are obligated to provide conditions for training and professional orientation of children with physical and mental disabilities, don't have to hide their physical and mental disabilities, and in the absence of conditions for training of these children must apply to the relevant government agencies in the field of education, health and social protection, for provision of such conditions. So far, the evidence suggests that families with ChWD are one of the passive link at this system of institutes.

### **3.2.2. The interaction of institutions and redirection model of children with disabilities for inclusion in the education system**

In fig. 3.2.2.1. a schematic model of the redirection of ChWD for inclusion in education is presented, which includes not only government agencies, but also civil society organizations and families with ChWD. It should be noted that the network of institutions that provide direct or indirect services to persons with disabilities is considerably wider. However, the presented model reflects only those institutions that are directly related to the provision of relevant services for inclusive education of ChWD, in accordance with the objectives of this study.

This model is functioning at the local level, in which each link has its own powers and obligations. A brief summary of the basic powers of each institution is described in the previous paragraph. However, not all local units are equally effective in different districts, since they have different potentials. For example, psychological, medical and pedagogical consultations (PMPC) in many districts lack in their structure of psychologists, speech therapists and other professionals to provide quality services. Most comprehensive schools are not able to provide suitable infrastructure for schoolchildren with disabilities (ramps, elevators, special toilets for disabled people), and training for children with special needs since there are not enough teachers with knowledge of sign language, Braille's alphabet. No special programs are present for such students, there are not enough tutors to accompany such children to mention a few.

**Figure 3.2.2.1. Model of redirection of children with disabilities for inclusion in education**



The main problems that impede the wider coverage of ChWD by inclusive education, and the possibilities for more efficient operation of this model will be discussed in Chapter 3.4. based on research results.

### 3.3. Analysis of statistics reflecting the policy of inclusiveness for children with disabilities and persons with disabilities in education

#### 3.3.1. Number of children with disabilities

The number of registered disabled children receiving social pensions was 23 749 person in 2015. This indicator increased by more than one and a half times (by 73%) from 2000 to 2011, but from 2011 to the present, it began to decline sharply, and in 2015, this indicator reached only 78.6% of the 2011 level (Table 3.3.1.1.). It also shows a sharp decline in the relative indicator - the number of disabled children by 10 thousand children. So, in 2015, this indicator reached 80.2% of the 2011 level and 69.7% of the 2012 level. The decline in this indicator occurred due to changes in the criteria by which the examination of disability takes place.

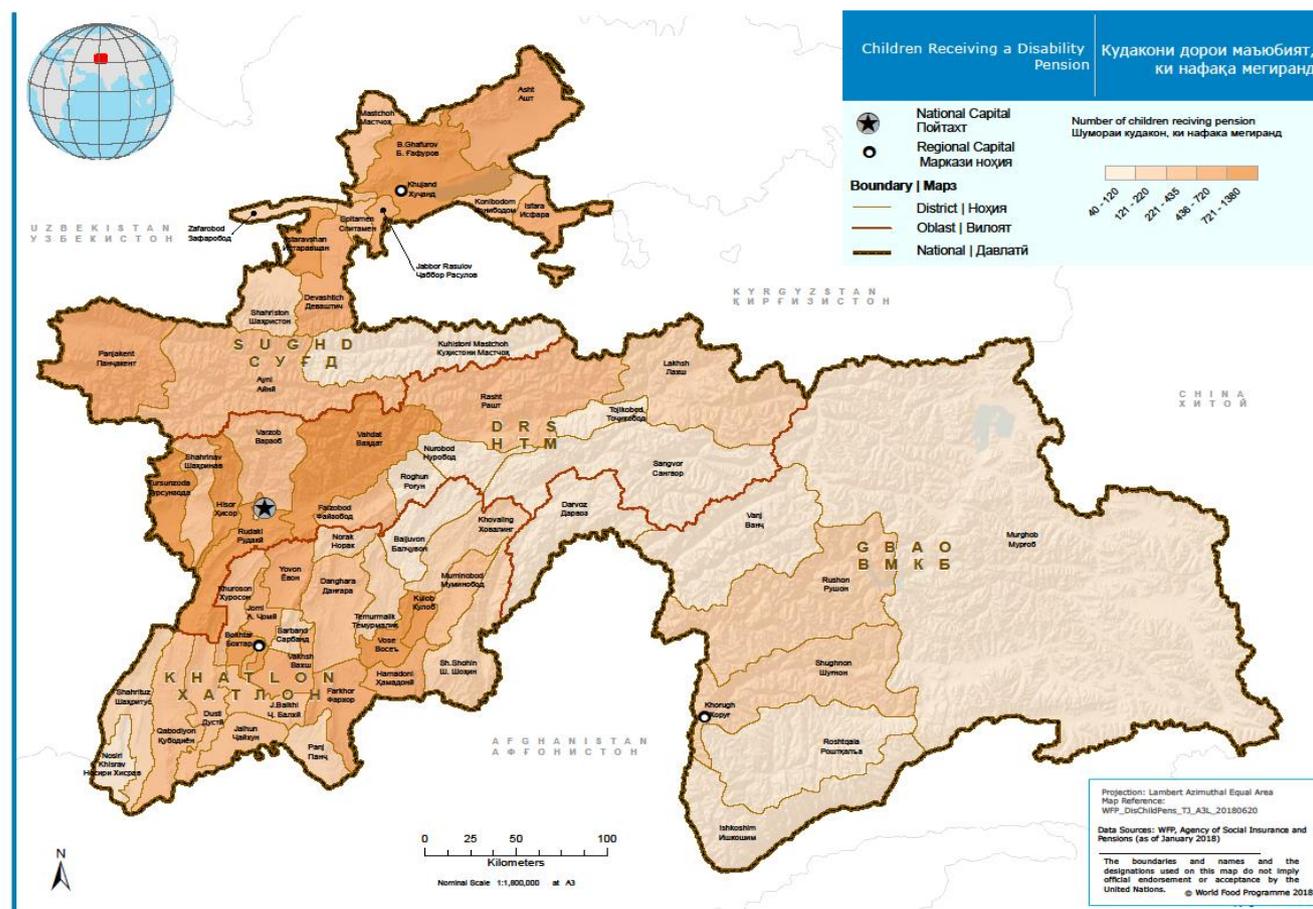
**Table 3.3.1.1. Dynamics of the number of disabled children under the age of 18 receiving social pensions, 2000-2015<sup>6</sup>**

	2000	2005	2010	2011	2012	2013	2014	2015
Number of disabled children receiving social pensions	17444	16936	24013	30133	26226	24493	24982	23749
Per 10 thousand children	66,7	58,0	72	86	99	69	73	69

The map on Figure 3.3.1.1. reflects the number of disabled children receiving social pensions in administrative districts. Such maps allow identification of the most vulnerable areas where further efforts are needed to improve the access of children with special needs to the various kinds of services (health, education, improvement of infrastructure, etc.) with the aim of improving the inclusive environment. Currently, creation of such maps is restricted due to inavailability of relevant data.

<sup>6</sup> Health care in the Republic of Tajikistan. 25 years of state independence. Statistical collection. - Agency on Statistics under the President of the Republic of Tajikistan, 2016

Figure 3.3.1.1. Distribution of disabled children under 18 years receiving social pensions on administrative districts.<sup>7</sup>



### 3.3.2. Preschool education

According to MES RT in 2016<sup>8</sup>, throughout the country 392 disabled children, ages 1–6 years old, attended preschool institutions, that is 0.4% of the total number of children enrolled in preschool education. It should be noted that the coverage preschool education in general in Tajikistan, which still remains low, amounts to 9.3% of the total number of children of 1-6 years old, and the proportion of girls among the children visiting preschool establishments amounts to 45.0%. Among children with disabilities who attended preschool establishments in 2016, 36.7% were girls.

Table 3.3.2.1. Distribution of disabled children in preschool establishments by types of disability and by gender in 2016<sup>9</sup>

	Total children	% girls	Distribution by type of disability among girls, %	Distribution by type of disability among boys, %
Total	392	36,7%	100%	100%
With mental disabilities	163	36,8%	41,7%	41,5%
Blind and partially sighted	131	35,9%	32,6%	33,9%
Hearing-impaired and acquired deafness	30	36,7%	7,6%	7,7%

<sup>7</sup> Vulnerability and Resilience Atlas Tajikistan 2018, UNDP

<sup>8</sup> Education Management Information System (EMIS-1). – MES RT, 2017

<sup>9</sup> EMIS -1

Deafs	19	42,1%	5,6%	4,4%
Mutes	28	35,7%	6,9%	7,3%
Diagnosed with poliomyelitis	21	38,1%	5,6%	5,2%

The distribution of children in preschool establishments by type of disability (Table 3.3.2.1.) shows that the lowest proportion falls on children with hearing problems, deafness, muteness, and with diagnosis of polio. The complete data on the distribution of disabled children in preschool establishments disaggregated by area, type of disability and gender are presented in ANNEX 2.

In addition to preschool establishments (kindergartens and nurseries), the statistics for which are presented above, Child Development Centers of MHSPP RT operate in Tajikistan which in 2016 were attended by 43,448 children 3-6 years old. For comparison, the number of children in preschool establishments amounted to 91081 children. However, in the available sources there are no statistics on the number of disabled children attending these centers.

Public organizations of disabled people and parents of disabled children are engaged in preschool training for children with special needs. But there are no statistics on the number of children trained in these organizations.

### **3.3.3. Secondary general education**

Children with disabilities receive secondary education in two types of educational establishments - in specialized boarding schools and general secondary schools. Children with severe disabilities who are not able to attend school study at home with teachers from general education schools.

At 12 boarding schools for disabled children in 2016-2017 academic year 2219 students were enrolled, of whom 28.4% were girls. At comprehensive schools 6139 children with disability studied, where the proportion of girls at the same time was 40.8% (Table 3.3.3.1.). The distribution of students in boarding schools by type of disability shows that among students the greatest proportion is accounted for children who are deaf from birth (27.5%) and mentally retarded children (27.2%). Then follow the children diagnosed with poliomyelitis (18.3%), the blind and visually impaired (15.0%), hearing-impaired children and acquired deafness (12.1%). At comprehensive schools children with mental disabilities have the largest share of schoolchildren (33.2%), next follo

wed by blind and visually impaired children (29.2%), then, children diagnosed with poliomyelitis (17.0%), and the smallest share of children with low hearing and acquired deafness (7.6%), deaf from birth (6.7%) and mute children (6.4%).

**Table 3.3.3.1. Number of ChWD in boarding schools and secondary schools in 2016-2017 academic year, by gender and type of disability <sup>10</sup>**

	Students of boarding schools			Students of comprehensive schools		
	Number of students	% girls	Distribution by type of disability, %	Number of students	% girls	Distribution by type of disability, %
With mental disabilities	603	20,2%	27,2%	2040	36,8%	33,2%
Blind and visually impaired	332	30,1%	15,0%	1790	35,9%	29,2%
Hearing impaired and acquired deafness	268	30,6%	12,1%	465	36,7%	7,6%
Deafs	610	38,2%	27,5%	409	42,1%	6,7%
Mutes	-	-	-	391	35,7%	6,4%
Diagnosed with poliomyelitis	406	23,2%	18,3%	1044	38,1%	17,0%
<b>Total</b>	<b>2210</b>	<b>28,4%</b>	<b>100%</b>	<b>6139</b>	<b>40,8%</b>	<b>100%</b>

In secondary schools, CWDs study in both general classes and resource schools. Resource classes are created for children with disabilities who can not yet be integrated into general classes for various reasons and must pass preliminary training programs. For example, for blind and visually impaired children who need to learn special writing (for example, Braille's alphabet), or for deaf children to learn the language of communication (for example, sign language), to subsequently be included in the general learning process and expanding opportunities for socialization. Also, there are not enough teachers in schools who can work with children with special needs. In total, in 2016-2017 academic year in the country 272 resource classes were created in 26 of 67 administrative districts (a full list of districts with resource classes in schools and districts, that do not yet have resource classes, is presented in ANNEX 5). It should be emphasized that children with disabilities are not only trained in resource classes, but also along other school children. ChWD study in general classes in 59 of 67 administrative districts.

In total, in the 2016-2017 academic year 6139 ChWD attended general education schools of the country from which girls accounted for 40.8% (Table 3.3.2.2.).

**Table 3.3.2.2. Number of ChWD in general education schools, by gender and by regions in the 2016-2017 academic year <sup>11</sup>**

	<i>Number of ChWD</i>	<i>% girls</i>	<i>% ChWD of the total number of students</i>
GBAO	564	49,1%	1,5%
Khatlon region	750	44,1%	0,1%
Sughd region	1797	40,8%	0,4%
Dushanbe	804	37,6%	0,4%
DSR	2224	36,9%	0,5%
<b>Total</b>	<b>6139</b>	<b>40,8%</b>	<b>0,3%</b>

The share of ChWD among students in general schools in the country amounted to 0.3%. The distribution of this indicator by regions of the country shows that the largest share of ChWD among schoolchildren is observed in GBAO (1.5%), followed by DSR (0.5%), Sughd oblast

<sup>10</sup> EMIS-1

<sup>11</sup> EMIS-1

and Dushanbe (0.4%) and the lowest share of ChWD in general education schools in the Khatlon oblast (0.1%).

According to a study conducted on the initiative of the Central Asian Forum of People with Disabilities in 2017, in Tajikistan, 595 children with disabilities receive education at home, of them 41% are girls.<sup>12</sup> Considering the available data, the total number of CWDs in the system of general secondary education in the 2016-2017 academic year was 8953 people, of whom 6.6% were homeschooled, 24.8% were trained in specialized boarding schools and 68.6% in secondary schools (Diagram 3.3.2.1.).

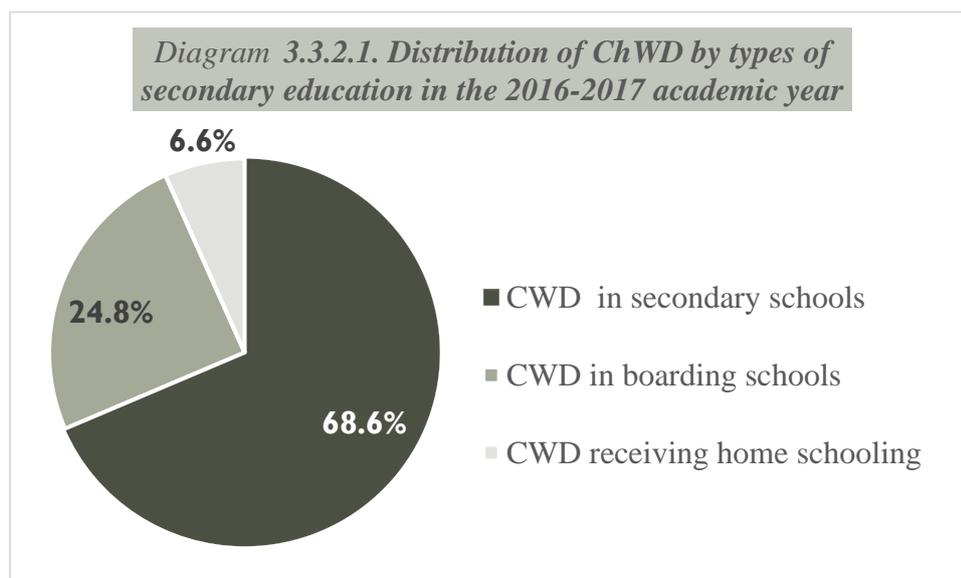


Table 3.3.2.3. shows that children with special needs study at all levels of secondary school - from the preparatory classes (zeroth grade) to the 11th grade at the present time. The share of girls averages approximately 40%, but in the senior classes, beginning from the 9th, the share of girls among students with disabilities increases and reaches about half among students in this category, although the share of ChWD in the 10-11 classes decreases almost twice. In the Republic of Tajikistan, basic secondary education (1-9 classes) is compulsory. A noticeable decline in coverage by education begins from 10-11th classes among all students. Statistics show that the drop-out rates of students with disabilities is higher compared with the general indicators of secondary school.

<i>Table 3.3.2.3. Distribution of ChWD on classes in 2016-2017 academic year</i>			
Class	Number ChWD	% girls	% ChWD in the total number of students
0	105	35,2%	3,6%
1	604	41,4%	0,3%
2	694	42,4%	0,3%
3	662	38,5%	0,4%
4	651	39,6%	0,4%
5	637	39,2%	0,4%
6	590	38,8%	0,4%
7	582	38,3%	0,4%

<b>8</b>	608	38,8%	0,4%
<b>9</b>	514	43,6%	0,3%
<b>10</b>	286	49,7%	0,2%
<b>11</b>	206	50,5%	0,2%
<b>Total</b>	<b>6139</b>	<b>40,8%</b>	<b>0,3%</b>

Inoyatova Saida. Report of a research on studying of a situation of the rights of people with disabilities in Tajikistan. - 2017

As of the time of conduction of the research only 3.2% (123 schools from 3865) of general education schools over the country were equipped with toilets for disabled people. The highest level of equipment of schools with special toilets for ChWD is observed in Dushanbe (13.1% of schools). In other areas this indicator is from 1.0% in GBAO up to 3.7% in DSR. Detailed data on distribution of toilets for ChWD on types and on areas are shown ANNEX 4.

### **3.3.4. Primary, secondary and higher vocational education**

In available sources there is no data on the inclusion of persons with disabilities in vocational education - primary, secondary and higher.

### **3.3.5. Short-term vocational courses (vocational training)**

Professional skills training in short-term courses (up to 6 months) with the issuance of certificates is carried out by the State Institution Adult Training Center of Tajikistan (ATCT) MLMEP RT. Training at ATCT is based on MES RT license. The number of graduates of short-term professional courses increased from 19,971 in 2011 to 33,609 in 2017. In individual years the number of graduates reached 58.5 thousand in 2013, up to 50 thousand in 2014. The proportion of women among the graduates of the courses is consistently increasing: in 2011 the percentage of women was 47.4%, and in 2017 - already 62.5%.<sup>13</sup> ATCT branches operate in all regional centers of the country and are largely oriented towards villagers and women who do not have the opportunity to learn professions due to the remoteness of vocational education institutions. Until 2017, ATCT was not focused on the inclusion of persons with disabilities.

In 2017, in partnership with the League of Women with Disabilities "Ishtirok" and funded by Abilis Foundation, Finland, as well as cooperation with other public organizations, 82 PWDs received vocational trainings in the ATCT, of whom 58.5% were women.<sup>14</sup> Due to the fact that the buildings, classrooms of the ATCT were built without taking into account the needs of PWDs, mainly people with mild disabilities have been trained or the courses took place in the buildings of the organizations of PWDs (DPOs).

Since 2018 with the support of the The Country office of the Institute for International Cooperation of Adult Education Association (DVV International) in Tajikistan in partnership with League of women with disabilities "Ishtirok" and Association of Adult Education of Tajikistan through financial support of European Union and The Federal Ministry for Economic Cooperation and Development (BMZ), Germany started creating and adopting classes to meet the needs of persons with disabilities in three pilot areas (Dushanbe, Panjakent and Rasht).

However, PWD registration among ATCT trainees is carried out only on these projects. Focus group discussions in four districts show that individual PWDs were accepted for courses at

<sup>13</sup> Answer MLMEP RT No. 1/500 of 19.04.2018 at the request of the PO "Ishtirok".

<sup>14</sup> Idem

ATCT and special groups were formed from PWDs.<sup>15</sup> However, statistical reporting does not consider the number of PWDs who graduated from ATCT courses.

### **3.4. Analysis of opportunities and barriers for inclusive education**

#### **3.4.1. Registration of children with disabilities**

Official statistics on the number of registered ChWD under the age of 18 do not reflect the full picture on the situation with the dissemination of disability among children. There are many reasons why this figure is below the actual state:

- Disability is registered by the SPDP based on confirmation by the State Service for Medical and Social Expertise (SMSES). SMSES confirms the degree of physical and mental health problems that require medical rehabilitation. Based on the conclusion of the SMSES social security authorities grant social pensions. Thus, persons with mild disability, according to the SMSES methodology are not registered as disabled and do not receive a social pension. In other words, they are not accounted for in statistical data on the number of disabled people. Consequently, they do not fall into the redirection model, and can remain isolated. It is important to note that if they are not granted a social pension and may not need medical rehabilitation, nevertheless, they should be included in the redirection system in order to be informed about their rights and the possibilities of receiving social services by various structures, including state and public organizations, for inclusion in social support groups, receiving psychological and legal consultations, and informing about the possibilities of inclusive education.
- SPDP initiates registration process of disability in case appeals of citizens – PWD, parents of ChWD. There is no mechanism for accommodating PWD at their place of residence. There are many cases where parents hadn't been informed about the procedures for registering a disability or about the possibilities of medical and social rehabilitation when applying to the SPDP. Also, there are cases when parents, fearing stigmatization by the community, hide their ChWD from the public. Especially vulnerable are women with disabled children. Frequent are cases when husbands leave their wives, believing that “the wife is to blame for the child’s disability”. Such women remain powerless in their household and cannot make decisions about allocating additional time and attention for their disabled children.<sup>16</sup> Due to the low legal literacy of the population, especially in the rural areas, identification of ChWD at the place of residence is necessary without sole dependence to application of citizens to SPDP. Because of the frequency of civil right deprivation of mothers of ChWD it is extremely important to carry out the process of identification of ChWD at early ages on the state level, with subsequent redirection to inclusive education. It is also important that the parents or guardians of a child with a disability understand that the responsibility for the education of the child is assigned to the parents, according to Art. 9 of the Law of the Republic of Tajikistan "On the responsibility of parents for the education and upbringing of children". The parents must also be made aware possible administrative penalties in the form of fines ranging from one to three times the accounts indicator<sup>17</sup>, according to with article 90 CofAO RT, in the event of failure to comply with the obligations of parents (Non-fulfillment of parents or other lawful representatives of minor obligations regarding the maintenance and upbringing of minors).

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<sup>15</sup> FGD, Vahdat city

<sup>16</sup> FGD, Vahdat city, may, 2018; FGD, Canibadam city

<sup>17</sup> In accordance with Art. 23 of the Law of RT "On the State Budget of the Republic of Tajikistan for 2018" the rate for accounts indicator from 1 January 2018 is 50 somoni.

- In rural areas, they often do not apply to the SPDP to register a disability because of the remoteness of their residence and sometimes for the same reason children with a disability do not even have a birth certificate<sup>18</sup>. One of the best opportunities is to include family doctors in the referral model, whose responsibilities include the patronage of families in their area. They can collect data on PWD, while they are not yet registered, using a standardized questionnaire and transmit this data to the SPDP. Also, it is necessary to register all children with special needs due to physical or mental disabilities in order to start working with them and their parents from an early age to be included in preschool education and preparation for school.

#### **3.4.2. Providing appropriate infrastructure for institutions providing services to persons with disabilities**

- According to Art. 25 of the Law "On social protection of disabled persons" (ensuring unimpeded access for persons with disabilities to social infrastructure and means of transport) government authorities, government authorities of rural settlements and villages, as well as other organizations create the conditions for disabled people (including persons with disabilities using wheelchairs) for unimpeded access to objects of social infrastructure (residential, public and industrial buildings, sports constructions, vacation spots, cultural and educational and other objects and institutions) and also for free use of the railway, air, intercity motor transport and all types of city and suburban passenger transport, including means of communication and information.
- Coverage of the costs associated with creation of conditions for unhindered access for PWD to engineered facilities, transportation, and social infrastructure, as well as for use by railway, air, intercity transportation and all kinds of urban, regional and interregional passenger transportation, communications and information is carried out at the expense of the owners of these objects.
- The organizations which carry out transportation services of the population are obligated to equip bus stops, railway stations, airports and other transportation facilities, as well as personal vehicles used for public transportation, with special tools and devices in order to create conditions for disabled people providing unimpeded use of the specified objects and means.
- Most schools are in old buildings, which lack equipment and appropriate infrastructure for accommodation of PWD. They do not have wheelchair ramps, elevators, appropriate seats and tables for PWD, restrooms with accommodations for PWD, and others. This creates a serious barrier for inclusion of school children with disorders of the musculoskeletal system. Many institutions of primary, secondary and higher professional education suffer from similar infrastructure problems.<sup>19</sup>
- A serious restriction for the mobility of persons with musculoskeletal disorders is the lack of public transport in the country able to accommodate wheelchair users.<sup>20</sup> Old-style buses and taxis cannot transport wheelchairs. In 2018, in Dushanbe, new buses with special devices for wheelchair users began to run on several city routes. In other cities and districts,

<sup>18</sup>Poor School Provision for Disabled Kids in Tajikistan <https://iwpr.net/global-voices/poor-school-provision-disabled-kids-tajikistan>

<sup>19</sup> Whitsel Christopher, Qodirov Shodibeg. Out of the shadows: The work of parents in inclusive education in Tajikistan <https://cyberleninka.ru/article/n/vyyti-iz-teni-kak-roditeli-pomogayut-inklyuzivnomu-obrazovaniyu-v-tadzhikistane>; FGD, Vahdat city

<sup>20</sup> Inoyatova Saida. Report of the study on the situation of the rights of people with disabilities in Tajikistan. – 2017; FGD, Vahdat city; FGD, Khujand city; FGD Dushanbe city

as well as in rural areas, it is particularly important that schools are ready for inclusion in the ChWD domicile so that they do not have to travel great distances, as well as local authorities to pay attention to tracks and ramps for movement in wheelchairs.

### 3.4.3. Specialists for work with disabled schoolchildren and students

- A major barriers to the inclusion of children with disabilities is the lack of teachers possessing the necessary skills and knowledge for training of children with special needs<sup>21</sup> – with problems of hearing, sight, a musculoskeletal system, mental and psychological impairments.
- For a long-term perspective for expansion of inclusive education courses on the Braille's alphabet, sign language, defectology, oligophrenopedagogics, and psychology of an early child development, psychology of teenage development, children's psychiatry, and others must be included in the curriculum of educational institutions and colleges.<sup>22</sup>
- Legal recognition of tajik sign language is necessary for its official development. In Tajikistan, there is still no Law "On the Tajik sign language". One of important factors of an inclusivity of people in society and in education is access to communication means, and the Law will allow to develop the Tajik sign language on a scientific basis, develop education guidances and materials for training in official Tajik sign language and regulate provision of sign language translations for audio and video of programs that they were available to tens of thousands of citizens of the country who have restrictions in hearing.<sup>23</sup>

**Box 1.** *At the level of the legislation there are no restrictions for inclusion in preschool and school establishments ChWD. However, educators cannot handle such children. Preschool establishments accept children with light physical handicaps. However, children with mental disabilities are taken only after they have been trained in specialized establishments, where there was an early intervention. if they do not want to take the child to the kindergarden, they explain this by saying that the child did not receive special training, or that they do not have a specialist in working with such children, or that the groups are large and they cannot devote so much time to one child. There is no direct refusal, without explanation, because everyone already understands that they must accept all children. A source: FGD, Khujand city*

<sup>21</sup> Mirzoev Shuhrat. Joint Sector Review Education Sector Synthesis Report. – 2018; Inoyatova Said. Report of the study on the situation of the rights of people with disabilities in Tajikistan. - 2017

<sup>22</sup> FGD, Khujand city, FGD, Canibadam city

<sup>23</sup> Interview with a representative NADPT, dated May 18, 2018

**Box 2.** The most known association of parents is an Association of parents of children with limited opportunities (APCWD) which is headed by Sabokhat Hakim-zadeh. She is the mother of a child with a disability. The history of the Association began when Sabohat had a daughter and the doctors explained that her girl would not be able to walk and would suffer from a number of restrictions related to her disability. A few days Sabohat cried, but then began to figure out how to help the child, what rights she has. Opportunities turned out to be little. Boarding schools were available, but they were far away and offered better conditions. Sabohat did not want to send her daughter to such an institution.

By the time the daughter needed to go to kindergarden, one of the kindergardens began to accept DCI. In kindergarden was organized by the parent committee, where Sabokhat shared the same parents DCI her knowledge about their rights and the rights of their parents. She was surprised that some parents did not know about it at all. Finding out that only in Dushanbe more than 3000 children with disability are registered, Sabokhat thought of numbers of families with similar problems are not informed on their rights. Then, she decided to create public organization together with parents from the same kindergarden. When all documents for creation of PO were processed, a room in PMPK Dushanbe city was allocated, where parents DSI could get advice.

The association works since 2007, during activity more than 2000 families of children with disability on social and legal problems were consulted. The association regularly holds various meetings and events for families, actively cooperates with media, advocating for inclusive education and especially notes the value of all children without exceptions. On the example and guidance from this organization many more organizations have been established throughout the country.

Source: *Whitsel Christopher, Kodirov Shodibek*

➤ In the medium term teacher training courses to teaching children with special needs should be carried out in the Institute for advanced teacher training MES RT. To conduct such trainings it is necessary to use the potential of organizations of persons with disabilities and ChWD parents who have experience in this field and relevant qualifications, confirmed by certificates.

➤ In the short term to expand opportunities for ChWD inclusion in education, attraction of the capacity of the organizations of persons with disabilities and parents of children with disabilities seems to be particularly valuable. Their experience and qualifications, as well as a wide network throughout the country, gives the opportunity to provide services for children with special needs (blind and visually impaired, deaf and hearing impaired, mutes, with intellectual and psychiatric disabilities)

#### **3.4.4. Institutionalization of family and public organizations for disabled persons, parent associations of persons with disabilities in inclusive education system**

Children with disabilities are children with special educational needs. The educational space is formed by cultural traditions of training of children of different age not only in educational establishments, but also in family substantially from early age. One of the serious problems of ChWD is the difficulty of their social adaptation, interaction with the social environment within the framework of the existing rules and regulations, since from an early age they had to be in a certain isolation from their peers.<sup>24</sup> They should receive communication skills from early childhood to facilitate their integration into the establishments of pre-school and school education. Also, there are observations that sometimes environment does not discriminate ChWD, while the children themselves feel uncertainty, fear, pressure due to the lack of social experience that constrains their ability for communications.<sup>25</sup> There are a number of cultural and institutional reasons, which make inclusion ChWD in the educational process difficult.

<sup>24</sup> Khalimova N.M., Naidanova O.S. The peculiarities of social adaptation of children with disabilities in conditions of inclusive education. <https://cyberleninka.ru/article/n/osobennosti-sotsialnoy-adaptatsii-detey-s-ogranichennymi-vozmozhnostyami-zdorovya-v-usloviyah-inklyuzivnogo-obrazovaniya>

<sup>25</sup> A source: FGD, Vahdat city; FGD, Canibadam city; FGD, Dushabe city

However, at the system of the state and public institutions have potential, that can be used for acceleration of process of inclusion of ChWD in education system.

**Box 3.** We do not have enough psychologists to work with parents of ChWD. Therefore, many parents keep such children indoor, do not read books to them, and do not play with them. They would rather prefer dryness of the diaper and asleep child. Often, fathers, after learning that their child is not like all, divorce their wife, therefore the most of the children with disabilities live in single-parent families. Because of this, the majority of mothers develop depression.

*Source: FGD, Konibodom city*

➤ Many parents do not register the disability of their children for various reasons. With this regard, it is very important to identify disability in children at an early age, which can enable family doctors to provide guidance within their area of responsibility, and transmit the information to the social

**Box 5.** Our district has included a program of inclusive education in 2 kindergartens and 3-schools. 95 teachers were informed on the program of inclusive education. Now these schools have 55 children with disabilities. In our jamoat Semiganch at school No. 19 we organized a preparatory class, where ChWD of different age, from 6 to 21 year are trained. They passed primary education in this preparatory class. We requested from the department of education that these children studied further in regular classes of high school. We received approval from the MES RT. Now these children study in different classes according to the age, and now one of them studies in lyceum for disabled people in Vahdat city. These children came to class with one of their parents, parents helped them as tutors. Parents were also taught how to help their children to better understand the taught material. In total, in our district there are 153 schools. No school refuses registration of ChWD in the district. Simply there aren't enough trained teachers for work with ChWD, parents also lack preparation in this regard

*Source: FGD, Vahdat city*

➤ Many parents do not know how to teach their child with a disability, since all the other children in the family follow a well established route for learning. Also, the cause of a passive attitude to the child, who has problems is the lack of awareness and the low level of knowledge of the parents about the rights of children with disabilities, especially in rural areas,<sup>26</sup> as well as about the existing capabilities or organizations in their areas, which can help them. Especially vulnerable are ChWD in single-parent families.

**Box 4.** We have a girl in the village, she has cerebral palsy. The father left the family when he learned that his daughter was disabled. Now they live in the house of his uncle. We wanted to work with her at home, but uncle forbade us. I went to the Khukumat to consult with a lawyer how to influence uncle's decision, but they told me that if they started to fight for her, then uncle can send her to the boarding school. Think what will happen to her?

*Source: FGD, Konibodom city*

protection for subsequent registration. Maximum registration and accounting of children with special needs by the government, even without the appointment of social benefits, is an important step to start the process of redirection of such children to other institutions for the provision of medical and psychological services, social support, as well as legal consultations, and expansion of coverage of children with special needs in inclusive education. The family also must carry out the duties in the process of inclusion of ChWD, which are regulated by the Law of RT "On parental responsibility for training and education of children".

<sup>26</sup> Inoyatova Saida. Report of the study on the situation of the rights of people with disabilities in Tajikistan. - 2017

- Providing medical, psychological, social, legal and other necessary services by public authorities not in all areas is carried out effectively, due to a lack of qualified professionals. Public organizations of disabled people and parents of ChWD play an important role in the provision of social, legal and training services. Such organizations exist almost in all areas, number of which has formed networks, coalitions or associations at the national level (lists

**Box 6.** Children with disability were admitted to schools earlier, but certificates were not issued since they could not pass examinations according to the general requirements. Such children are not admitted to colleges and higher education institutions without certificates. Since 2015 certificates started to be issued to ChWD after 9<sup>th</sup> grade. In 2017, in our school 6 ChWD graduated 9<sup>th</sup> grade and received certificates at the end of the primary school.

**Source:** FGD, Konibodom city

of these organizations, indicating the areas and cities in the ANNEXS 7-10). The capacity of public organizations is not used fully everywhere, unfortunately. Not in all districts there is effective cooperation between state structures and public organizations in the redirection system of ChWD and their parents. In some districts this interaction is very effective, and public authorities (SPDP and PMPC) send children with chronic health problems (blindness, deafness, psychological and mental problems, etc.) to public organizations for socialization and training of ChWD, training and consultation of parents of ChWD. For the expansion of interaction between state structures and public organizations, the latter should be institutionalized in the redirection model, included in the instructions of MHSP RT, as well as funding for the provision of social and educational services to public organizations must be allocated in the budget by separate line item. Similarly, the public organizations of PWD should be institutionalized in the MES RT, for the provision of services of maintenance (tutors) of children with special needs, sign language interpretation in classes where there are students with problems of hearing and speech, to train parents and teachers to work with ChWD and other services. For such activities financing must be provided in the budget as a separate item. Not all public organizations, especially in the rural areas, have the ability to obtain grants from international organizations. But for the more effective activity of public organizations in all areas of the country and the steady expansion to coverage ChWD with inclusive education, it is necessary to develop a funding mechanism from national and local budgets, as well as the mechanism for the promotion of the private sector for financing initiatives of local public associations on inclusive education.

#### 4. CONCLUSIONS

- The country's legislation in the field of education provides guarantees of inclusive education for ChWD.
- In matters of preschool education responsibility is entirely placed on parents and the state does not undertake a duty to provide access free of charge to all children of preschool age in kindergartens, except for needy families. The Law of RT "On preschool education and upbringing" indicates that preschool education for ChWD is provided by special programs but does not specify where these programs are available in the general or special preschools.
- In the field of primary professional education, specialized educational establishments are created for ChWD and PWD that do not comply to the principles of inclusivity and

contradicts the Law of RT "On social protection of disabled people" and the Law of RT "On education".

- The law of RT "On higher and postgraduate professional education" provides benefits for PWD for admission to educational establishments after passing of the general examination, but nothing is noted about process of training of PWD in the general system of high school professional education.
- Any of state standards in education does not note special features in the education of ChWD and PWD in the general education system and introduction of certain techniques in this system, training of specialists, etc.
- Monitoring of state programs in the field of education and inclusive education is not available online on MES RT website. There are no established indicators for identification of disabilities, because the staging of such indicator as the reduction of the relative numbers of children not covered by the education for health reasons and does not necessarily mean that it must be a child with disability.
- In general, all guarantees that are proclaimed for ChWD and PWD regarding inclusive education in the Law of the RT "On Social Protection of Disabled Persons" and partially in the Law of the RT "On Education" have weak implementation mechanisms in practice.
- Available sources present data on the total number of disabled children under 18 years receiving social pensions. Nevertheless, there is no data on the gender and age categories (preschool and school age) that are required to monitor the coverage of ChWD in different educational levels – in other words the level of inclusion ChWD in education.
- There is no information about children with special needs who do not receive social pension, but need special services - psychological, social, educational, and counseling and should be sent by social protection services for social rehabilitation with subsequent inclusion in education.
- According to available statistics, the number of disabled children aged 1–6 who attended preschool establishments (kindergartens and nurseries) in 2016 was 392 children throughout the country or 0.4% of the total number of children in preschool establishments. However, this figure may be higher because the available sources do not include data on the number of children with disabilities who attended child development centers, as well as special courses organized by public organizations of disabled people and parents of disabled children.
- MES RT keeps a detailed record of CWDs covered by education in specialized boarding schools and general education schools, by area, gender, type of disability, and level of education (preschool and school, and by training classes). The presented statistics show that in the 2016-2017 academic year 3 times more children were enrolled in general education schools, than in specialized boarding schools. This should be noted that the new learning opportunities that have emerged with the implementation by the state policy of inclusive education for ChWD have expanded the opportunities for girls with disabilities for inclusion in education. Therefore, in boarding schools the proportion of girls was 28.4%, and in general education schools - 40.8%. To compare the number of girls with

disabilities, then 631 girls were enrolled in boarding schools, and in general education schools there were 2502 girls that 4 times more.

- Information on the number of schools at which special restrooms are equipped for children with disability provided in statistical compendiums. However, there is no data available on the number of schools equipped with ramps or elevators, necessary for the inclusion of children with movement problems.
- There is no available data on the number of teachers who have been trained to work with the students having special needs (problems with sight, hearing, intellectual and psychiatric disabilities) about the number of accompanying (tutors) of children with special needs in classes and when doing homeworks. Therefore, it is not possible to quantify the level of schools' preparedness for the inclusion of children with different needs.
- Adult education centers in Tajikistan have an extensive network of branches throughout the country, admission to vocational courses is without entrance examinations and competitive selection, training is short-term and the list of occupations for which the training carried out flexibly varies depending on the demand of the labor market. Such conditions may allow expanding opportunities for PWD in getting occupations and further involvement in employment. It is necessary to emphasize that branches conduct field training in rural areas, which also improves access to getting occupations for PWD disabilities.
- Currently, ATCT is just starting a training program of PWD with the support of international donors and covers 3 pilot districts. For expansion of coverage of PWD in all branches ATCT there is not enough corresponding infrastructure, trained teachers and training specialists, special programs for training of persons with special needs.
- The ChWD registration system is based on the opinion of the SMSES and the granting of social pensions. This system does not cover a significant part of children with special needs, who need, above all, social support, counseling from psychologists, and special training to prepare for school.
- Registration of ChWD carried out when applying to SPDP. However, because of the prejudice still existing among the population, low knowledge of parents of the rights of ChWD and remoteness of their accommodation from the regional centers where offices of SPDP and other structures giving legal and advisory support are located, many ChWD appear out of the system of preparation for school and further out of education.
- In all discussions in focus groups, participants felt that in practice there is no direct discrimination in the admitting of ChWD in educational establishments. However, most educational establishments are in old buildings, where there are no ramps, elevators, and equipped restroom for PWD. Also, public transportation is not yet ready for the transportation of children in wheelchairs, which significantly limits the inclusion process of ChWD in education.
- In some areas of the country, including rural schools and kindergartens, where special projects were implemented for the inclusion of children in education, kindergarten assistants, school teachers and ChWD parents attended special courses. Now, they are successfully taking part in the field of education and development of ChWD in preschool

establishments, at school and at home. In other areas where there were no special projects, teachers are experiencing great difficulties to work with children, because children do not receive specific training in socialization. Special programs for children with special needs are not available, and parents do not accompany their children and other difficulties.

- Public organizations of PWD and associations of parents of ChWD play a significant role in implementing the policy of inclusive education, providing legal advice, implementing information and training programs not only for ChWD and their parents, but also in some districts for social services and educational institutions. Despite the fact that the country has an extensive network of such organizations, not all areas have effective cooperation between public organizations and social protection and education authorities.
- For various reasons, such as ignorance about the possibilities of early development of such children, lack of information about organizations providing social, legal or educational services, and others, families do not consider inclusion of ChWD in education dooming it unworthy and hopeless. Consequently, not wanting to spend time and money on such a child. Especially vulnerable were women with ChWD abandoned by their husbands. These women do not have the right to make decisions about the development of their child, because after the divorce they live in a foreign family. Relatives of these troubled women do not want unnecessary worries and expenses for the development of a child with a disability alien to them.

## **5. RECOMMENDATIONS**

- The draft Code on education, which is currently being developed, should include standards for inclusive education for ChWD and PWD at each level of education, considering the implementation mechanisms. The legislative act should contain the smallest number of reference rules.
- MES RT should revise the state standards of the various levels of education, taking into account issues of inclusivity and the use of different teaching methods for ChWD and PWD.
- The results of the monitoring and evaluation of the state national policies in the field of inclusive education and the National Concept on Inclusive Education for Children with Disabilities in the RT for 2011-2015 should be published on the MES RT website.
- A state program of inclusive education for ChWD and PWD in the Republic of Tajikistan for 2019–2022 years with a detailed Action Plan for the implementation of the second stage of the National Concept of Inclusive Education for Children with Disabilities in the Republic of Tajikistan should be developed and adopted. Also, the civil society should be involved in the development of the Program and its implementation.
- MHSPP RT should develop a mechanism for identification of ChWD at early an age and their registration under two categories – 1) with purpose of social pension and 2) provision of services on social rehabilitation without purpose of social pension.
- The MHSPP RT social protection departments should keep records of the following indicators, which are basic for monitoring the dynamics of inclusion in the educational process and receiving various services for children with special needs:
  - Number of disabled children of 2-6 years who receive social pensions, classified by type of disability (poliomyelitis, the blind and visually impaired, deaf and hearing-

- impaired and acquired deafness, mental underdevelopment, with the syndrome of autism) and gender
  - The number of disabled children aged from 7 to 18 years receiving social pensions classified by type of disability and gender;
  - The number of children with special needs of 2-6 years which are not receiving social pensions classified by type of disability and gender;
  - The number of children with special needs of 7-18 years who do not receive social pensions separated by type of disability and gender.
- To monitor and evaluate the implementation of inclusive education policies statistical base must be supplemented by the following indicators:
  - children with special needs who attend centers for the development of children and courses on pre-preparation of public organizations should be recorded by MHSPP RT and MES RT;
  - MES RT should be supplemented with statistical indicators database reflecting the technical equipment (ramps, elevators, restrooms for disabled people, audiovisual equipment, etc.) Educational institutions for inclusion of children with special needs and the availability of trained personnel (teachers, psychologists, tutors) to work with children with special needs;
  - ATCT MLMEP RT should maintain the number of trainees with disabilities, broken down by branches, gender, type of disability, as well as by the number of teachers and training specialist who received special training to work with trainees who have special needs; by the number of branches with infrastructure, providing access for persons with disabilities (ramps, elevators, toilets for persons with disabilities), by region.
- Local authorities should include measures to provide ramps, railings, and restrooms for disabled people in all public institutions and places, in the development plans of the regions.
- Pedagogical universities and colleges should have curriculum that includes Braille's alphabet, sign language, defectology, oligophrenopedagogy, and psychology of early child development, psychology of adolescent development, child psychiatry, and other courses on working with students with special needs.
- MHSPP RT and MES RT must institutionalize cooperation with public organizations of PWD and associations of parents of PWD to provide services, include in the regional development programs the activities of these organizations and their services, allocate a special article in the national and local budgets to finance their services.
- Donors should provide technical support to local organizations of persons with disabilities and ChWD parent associations to work with vulnerable (single-parent) families with ChWD to provide psychological, legal, social and educational support for these children at an early age and to prepare their inclusion in school. Working with such families requires considerable efforts to overcome resistance from other family members, since such women usually have no rights while living in a foster family with a disabled child.

## **LIST OF SOURCES**

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## ANNEX 1.

### Number of children with disabilities in pre-school establishments, by province, by type of disability and by gender, 2016-2017 academic year<sup>27</sup>

	Total	Girls	% girls	% ChWD
<b>RT</b>	392	144	36,7%	0,4
<b>BAMR</b>	12	4	33,3%	0,7
With mental disabilities	6	2	33,3%	
Blind and visually impaired				
Hearing impaired and acquired deafness	2	1	50,0%	
Deafs	3	1	33,3%	
Dumbs				
Poliomyelitis	1	0	0,0%	
<b>Sughd province</b>	189	72	38,1%	0,5
With mental disabilities	92	34	37,0%	
Blind and visually impaired	40	16	40,0%	
Hearing impaired and acquired deafness	16	5	31,3%	
Deafs	14	6	42,9%	
Dumbs	12	5	41,7%	
Poliomyelitis	15	6	40,0%	
<b>Khatlon province</b>	39	15	38,5%	0,3
With mental disabilities	12	6	50,0%	
Blind and visually impaired	7	1	14,3%	
Hearing impaired and acquired deafness	7	3	42,9%	
Deafs				
Dumbs	9	3	33,3%	
Poliomyelitis	4	2	50,0%	
<b>DRS</b>	11	6	54,%	
With mental disabilities	7	4	57,1	
Blind and visually impaired	1	0	0	
Hearing impaired and acquired deafness	2	1	50,0	
Deafs	1	1	100,0	
<b>Dushanbe</b>	141	47	33,3	0,5
With mental disabilities	46	14	30,4	
Blind and visually impaired	83	30	36,1	
Hearing impaired and acquired deafness	3	1	33,3	
Deafs	1	0	0	
Dumbs	7	2	28,6	
Poliomyelitis	1	0	0	

<sup>27</sup> EMIS-1. – Ministry of Education and Science of the Republic of Tajikistan, 2017

**ANNEX 2.**

**Number of children with disabilities in secondary schools, by districts and cities, by disability types, and by gender, 2016-2017 academic year**

Cities and districts	Number of special classes	Number of pupils with disabilities	Girls	Of them											
				With mental disabilities		Blind and partially sighted		Hearing-impaired and acquired deafness		Deaf		Dumbs		Poliomyelitis	
				Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls
The Republic of Tajikistan	272	6139	2502	2040	755	1790	825	465	154	409	153	391	169	1044	446
BAMR	16	564	314	128	68	266	150	27	11	15	7	28	11	100	67
Khorog city	0	45	17	18	5	16	8	2	0	1	0	3	1	5	3
Wanj district	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ishkashim district	14	122	73	23	18	46	23	2	2	7	3	9	2	35	25
Darvoz district	2	17	7	9	3	3	1	0	0	0	0	0	0	5	3
Murghab district	0	49	34	14	12	28	17	1	1	3	2	0	0	3	2
Roshtkala district	0	133	72	6	3	71	37	17	6	2	1	7	4	30	21
Rushan district	0	19	12	10	6	6	4	0	0	0	0	0	0	3	2
Shugnan district	0	179	99	48	21	96	60	5	2	2	1	9	4	19	11
Khatlon province	39	750	331	262	111	208	99	76	26	34	17	28	17	141	61
Qurghonteppa city	3	38	11	11	2	3	0	0	0	14	6	1	1	9	2
Vakhsh district	1	33	14	10	6	12	4	0	0	0	0	2	0	9	4
Vose district	0	58	25	17	4	15	9	4	1	1	0	2	2	19	9
Dangara district	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dosty district	0	37	17	22	10	4	2	2	1	0	0	0	0	9	4
Khuroson district	0	18	4	4	1	8	2	2	0	0	0	0	0	4	1
Kubodiyon district	1	25	13	6	4	8	1	1	0	0	0	4	4	6	4
J. Balkhi district	0	51	24	11	4	24	12	2	2	2	2	5	1	7	3
Bokhtar district	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A. Jomi district	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kulyab city	0	113	50	25	10	44	27	20	7	3	1	0	0	21	5
Jaihun district	15	54	15	27	8	13	4	5	0	1	0	1	1	7	2

Muminobod district	0	98	43	41	17	29	13	10	4	2	2	1	1	15	6
Hamadoni district	16	86	43	26	9	28	19	13	5	2	1	0	0	17	9
Farchor district	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Panj district	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sarband city	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Temurmalik district	0	43	19	23	14	4	0	8	1	1	0	0	0	7	4
Khovaling district	0	27	12	13	8	3	1	5	2	1	0	2	0	3	1
Shahrituz district	0	23	12	9	4	1	0	2	1	1	0	4	2	6	5
Sh.Shohin district	0	6	4	6	4	0	0	0	0	0	0	0	0	0	0
Yavan district	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Norak city	0	4	2	2	0	1	1	1	1	0	0	0	0	0	0
N.Khusrav district	0	16	8	5	2	8	4	1	1	0	0	1	0	1	1
Baljuvon district	0	19	15	4	4	3	0	0	0	6	5	5	5	1	1
Sughd province	127	1797	734	624	213	443	212	89	34	17	8	302	127	322	140
Khujand	33	382	135	240	63	89	48	28	14	2	0	1	1	22	9
Guliston	0	18	8	3	1	0	0	1	0	3	1	0	0	11	6
Buston	0	26	10	9	3	2	1	3	0	0	0	0	0	12	6
Istiklol	0	9	6	8	5	1	1	0	0	0	0	0	0	0	0
Ayni district	11	29	14	14	6	10	5	2	1	0	0	0	0	3	2
Asht district	6	140	62	35	11	44	26	7	1	0	0	0	0	54	24
Devashtich district	0	71	30	20	9	35	15	6	1	0	0	3	1	7	4
Zafarobod district	0	71	30	20	9	35	15	6	1	0	0	3	1	7	4
Isfara	19	225	78	44	13	119	39	7	1	0	0	9	5	46	20
Conibodom city	2	14	6	14	6	0	0	0	0	0	0	0	0	0	0
Mastchoh district	9	27	11	5	2	8	3	3	1	1	0	0	0	10	5
Spitamen district	0	110	41	54	20	3	1	5	2	0	0	2	0	46	18
Panjakent city	2	92	34	24	7	31	11	9	3	3	2	8	5	17	6
J.Rasulov district	18	72	34	37	18	15	10	4	1	2	1	2	1	12	3
Istaravshan	0	82	45	31	13	45	30	0	0	0	0	0	0	6	2
B.Gafurov district	27	450	192	68	25	28	13	12	8	5	3	275	114	62	29
Shahriston district	0	5	2	0	0	3	1	0	0	0	0	0	0	2	1

Mountain Mastchoh district	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dushanbe city	48	804	302	409	131	302	131	26	4	8	3	2	0	57	33
Sino district	3	124	54	22	8	76	34	7	2	4	1	1	0	14	9
Ismoil Somoni district	34	382	168	165	65	172	79	7	2	4	2	1	0	33	20
Firdavsi district	0	20	6	14	4	0	0	0	0	0	0	0	0	6	2
Shohmansur district	11	278	74	208	54	54	18	12	0	0	0	0	0	4	2
DRS	42	2224	821	617	232	571	233	247	79	335	118	31	14	423	145
Roghun city	0	5	4	4	3	0	0	0	0	0	0	0	0	1	1
Varzob district	0	32	19	8	6	12	3	5	3	1	1	1	1	5	5
Rasht district	2	113	46	60	23	27	13	1	0	2	0	10	4	13	6
Hisor district	3	611	148	209	54	195	50	1	1	0	0	0	0	206	43
Lakhsh district	0	25	11	8	6	7	2	6	2	1	0	0	0	3	1
Nurobod district	0	17	9	8	5	2	1	2	2	2	0	0	0	3	1
Rudaki district	26	824	315	117	49	104	56	202	60	324	114	8	2	69	34
Vahdat district	10	238	115	60	28	106	48	8	3	2	1	6	4	56	31
Sangvor district	0	39	17	16	6	8	2	3	2	0	0	3	2	9	5
Tajikobod district	0	17	8	13	5	0	0	1	1	0	0	2	1	1	1
Tursunzoda city	0	201	89	74	35	71	34	15	5	1	1	1	0	39	14
Faizabad district	0	65	24	33	9	20	12	1	0	2	1	0	0	9	2
Shahrinav district	1	37	16	7	3	19	12	2	0	0	0	0	0	9	1

### ANNEX 3.

#### Number of children with disabilities in secondary schools of Tajikistan, by classes, types of disability and gender, 2016-2017 academic year <sup>28</sup>

Classes	Number of special classes	Number of pupils with disabilities	Girls	Of them											
				With mental disabilities		Blind and partially sighted		Hearing-impaired and acquired deafness		Deaf		Dumbs		Poliomyelitis	
				Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls	Total	Girls
0	5	105	37	3	2	3	1	24	3	50	15	23	14	2	2
1	29	604	250	225	89	117	55	59	23	45	24	38	17	120	42
2	29	694	294	266	98	169	78	43	22	41	18	44	21	131	57
3	35	662	255	242	89	170	71	48	17	48	16	41	17	113	45
4	33	651	258	244	87	180	75	47	13	44	20	44	18	92	45
5	29	637	250	229	90	165	72	45	16	40	13	38	14	120	45
6	20	590	229	183	80	189	74	45	14	35	13	32	9	106	39
7	22	582	223	215	72	180	86	39	11	31	5	29	12	88	37
8	25	608	236	192	62	216	96	38	10	31	11	37	17	94	40
9	30	514	224	169	58	153	79	37	13	23	10	38	16	94	48
10	10	286	142	46	17	132	75	27	9	17	7	26	13	38	21
11	5	206	104	26	11	116	63	13	3	4	1	1	1	46	25
	272	6139	2502	2040	755	1790	825	465	154	409	153	391	169		446

<sup>28</sup> EMIS-1, MES, 2017

**ANNEX 4.**

**List of districts in which created resource classes for students  
with special needs, and districts in which there are no resource classes,  
2016-2017 academic year**

	Region, district where there are resource classes for ChWD in secondary schools	Number of resource classes		Region, district where there are no schools with resource classes
	<b>Total country</b>	<b>272</b>		
	<b>BAMR</b>	<b>16</b>		<b>BAMR</b>
1.	Ishkashim district	14	1.	Khorog city
2.	Darvoz district	2	2.	Vanj district
			3.	Murghob district
			4.	Roshtkala district
			5.	Rushon district
			6.	Shugnon district
	<b>Khatlon province</b>	<b>39</b>		<b>Khatlon province</b>
3.	Qurghonteppa city	3	7.	Vose district
4.	Vakhsh district	1	8.	Dangara district
5.	Kubodiyon district	1	9.	Dusti district
6.	Bokhtar district	2	10.	Khuroson district
7.	Jaihun district	15	11.	District J. Balkhi
8.	Hamadoni district	16	12.	District A. Jomi
9.	Yavan district	1	13.	Kulyab city
			14.	Muminobad district
			15.	Farhor district
			16.	Panj district
			17.	Sarband
			18.	Temurmalik district
			19.	Khovaling district
			20.	Shahrituz district
			21.	Sh.Shokhin district
			22.	Norak city
			23.	N.Khusrav district
			24.	Baljuvon district
	<b>Sughd province</b>	<b>127</b>		<b>Sughd province</b>
10.	Khujand city	33	25.	Guliston city
11.	Ayni district	11	26.	Buston city
12.	Asht district	6	27.	Istiklol city
13.	Isfara city	19	28.	Devastich district
14.	Konibodom city	2	29.	Zafarobod district
15.	Mastchinsky district	9	30.	Spitamen district
16.	Punjakent city	2	31.	Istravshan city
17.	J.Rasulov district	18	32.	Shahriston district
18.	B.Gafurov district	27	33.	Kuhistoni Mastchoh District
	<b>Dushanbe city</b>	<b>48</b>		<b>Dushanbe city</b>
19.	Sino District	3	34.	Firdavsi district
20.	Ismoil Somoni District	34		
21.	Shohmansur district	11		
	<b>DRS</b>	<b>42</b>		<b>DRS</b>
22.	Rasht district	2	35.	Rogun city
23.	Hisor city	3	36.	Varzob district
24.	Rudaki district	26	37.	Lakhsh district
25.	Vahdat city	10	38.	Nurobod district
26.	Shahrinav district	1	39.	Tawildara district
			40.	Tadzhikobod district
			41.	Tursunzoda city
			42.	Fayzobod district

**ANNEX 5.****The rate of seats in toilets for disabled students in secondary schools, 2016-2017 academic year**

	<b>BAMR</b>	<b>Dushanbe</b>	<b>DRS</b>	<b>Soghd</b>	<b>Khatlon</b>	<b>Total</b>
Toilet seats for disabled children with spillway	0	10	16	13	20	<b>59</b>
Toilet seats for disabled children without spillway and ventilation ducts	3	0	26	4	12	<b>45</b>
Toilet seats for disabled children without spillway and sewage	0	8	1	3	7	<b>19</b>
Total seats for disabled children	3	18	43	20	39	<b>123</b>
Number of schools	312	137	1164	924	1328	<b>3865</b>
% schools having toilets for the disabled pupils	1,0%	13,1%	3,7%	2,2%	2,9%	<b>3,2%</b>