

Turkmenistan Education Fact Sheets | 2021

Analyses for learning and equity
using MICS data



Acknowledgement

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What is MICS?

UNICEF launched MICS in 1995 to monitor the status of children around the world. Over the past 25 years, this household survey has become the largest source of statistically sound and internationally comparable data on women and children worldwide, and more than 345 MICS surveys have been carried out in more than 118 countries.

MICS surveys are conducted by trained fieldworkers who perform face-to-face interviews with household members on a variety of topics. MICS was a major data source for the Millennium Development Goals indicators and continues to inform more than 150 Sustainable Development Goal (SDG) indicators in support of the 2030 Sustainable Development Agenda.

MICS has been updated several times with new and improved questions. The current version, MICS6, was deployed in 2017 and is being implemented in 58 countries. MICS6 includes new modules that track SDG4 indicators related to education such as learning (SDG4.1.1), early childhood attendance and development (SDG4.2.1 and SDG4.2.2), information and communication technology skills (ICT – SDG4.4.1), and child functioning (child disability – SDG4.5.1), as well as parental involvement in education.

More information on MICS6 survey design, including the sampling method and list of questionnaires and indicators, is available from <https://mics.unicef.org/tools#survey-design>.

What is MICS-EAGLE?

UNICEF launched the MICS-EAGLE (Education Analysis for Global Learning and Equity) Initiative in 2018 with the objective of improving learning outcomes and equity issues in education by addressing two critical education data problems – gaps in key education indicators, as well as lack of effective data utilization by governments and education stakeholders. MICS-EAGLE is designed to:

- Support education sector situation analysis and sector plan development by building national capacity, and leveraging the vast wealth of education data collected by MICS6; and
- Build on the global data foundation provided by MICS6 to yield insights at the national, regional and global level about ways to ensure each child can reach his or her full potential by reducing barriers to opportunity.

What is profiling?

One of the characteristics of these fact sheets is profiling. Profiling illustrates the demographic and socioeconomic characteristics of children in a certain category, and answers questions such as “what per centage of a key population group is male and what per centage is female?” or “what per centage of a key population group lives in rural areas and what per centage lives in urban areas?” Because profiles examine all children within a key population group, the sum of various characteristics always adds up to 100 per cent (although rounding may affect this).

For example, a profile of children not completing primary education will highlight some of the main characteristics of children in the target population group for this indicator.

Primary completion rates look at children aged 3–5 years older than the entry age for children for the last grade of primary school, so the target population on this indicator will be children aged 14–16 years who have not completed primary education. In Turkmenistan, 73 per cent of children aged between 14 and 16 who have not completed primary education are male, therefore 27 per cent have to be female. In turn, 39 per cent of children in the target population live in urban areas, therefore 61 per cent live in rural areas.

How are these fact sheets structured?

The MICS-EAGLE Initiative offers activities at the national, regional and global level. The nine topics listed below are analysed through an equity lens (gender, socioeconomic status, ethnicity, etc.):



Education overview



Skills



Early learning



Child marriage



Inclusive education



Remote learning

Topic 1: Education overview

Guiding questions:

1. What is the completion rate (SDG4.1.2) in each education level?
2. In which level is the out-of-school rate (SDG4.1.4) highest in Turkmenistan?
3. What are the dropout and repetition rates in each grade?
4. At which level do most students fail to transit to the next level of education?

Completion (SDG4.1.2) and out-of-school rates (SDG4.1.4)

Figure 1 Completion rates

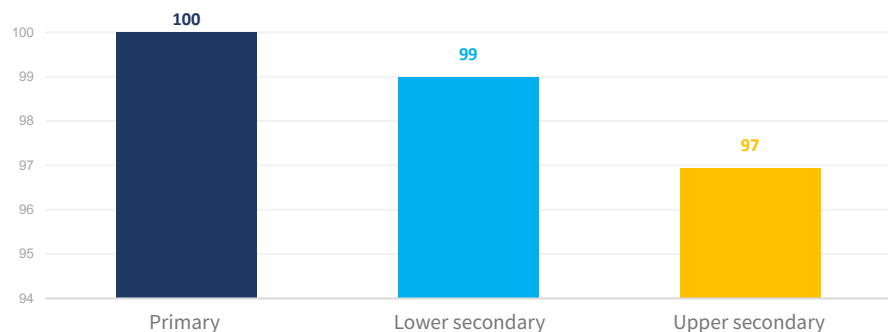
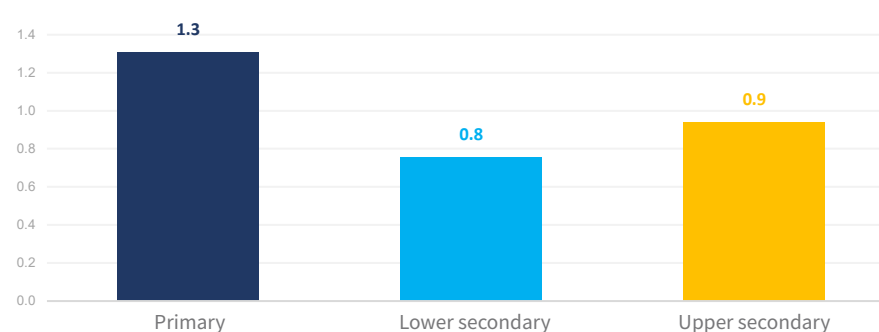


Figure 2 Out-of-school rates



Findings:

- The completion rates in Turkmenistan are generally high for all school levels.
- Turkmenistan has a universal primary completion rates, and lower and upper secondary school completion rates stay high at 99 per cent and 97 per cent, respectively.
- The out-of-school rates in Turkmenistan remain low at all levels of education, at roughly 1 per cent in all three levels.



Repetition, dropout, and non-transition

Figure 3 Repetition rates per grade

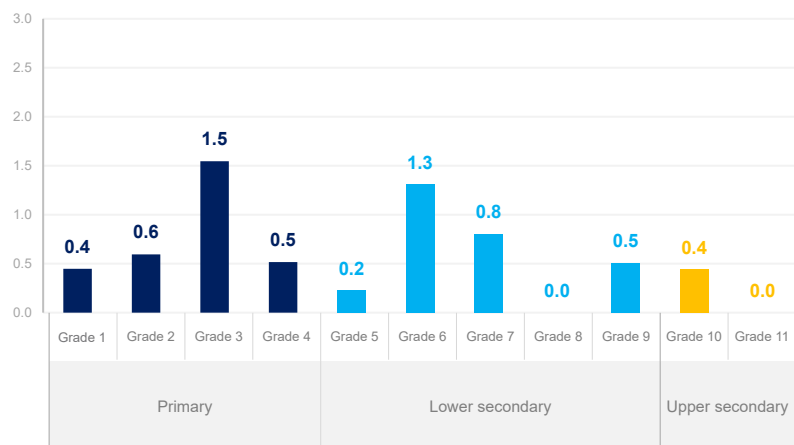


Figure 4 Dropout rates per grade

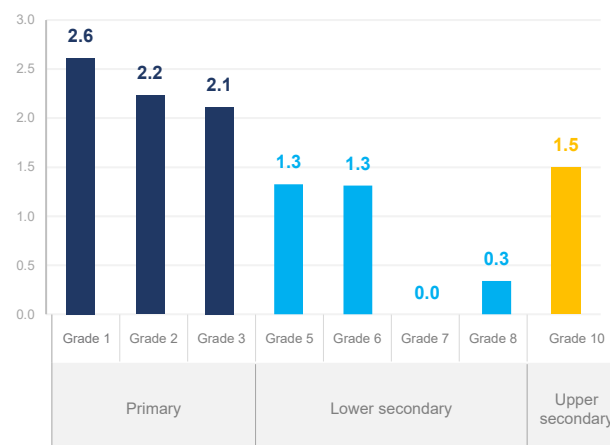


Figure 5 Non-transition rates

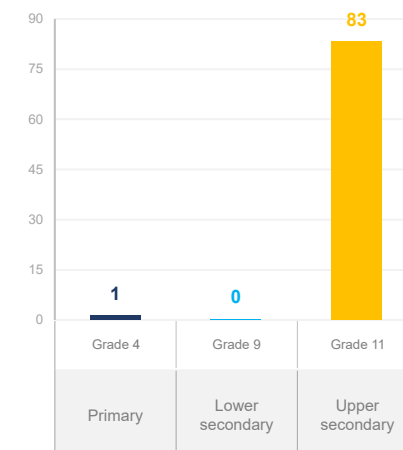
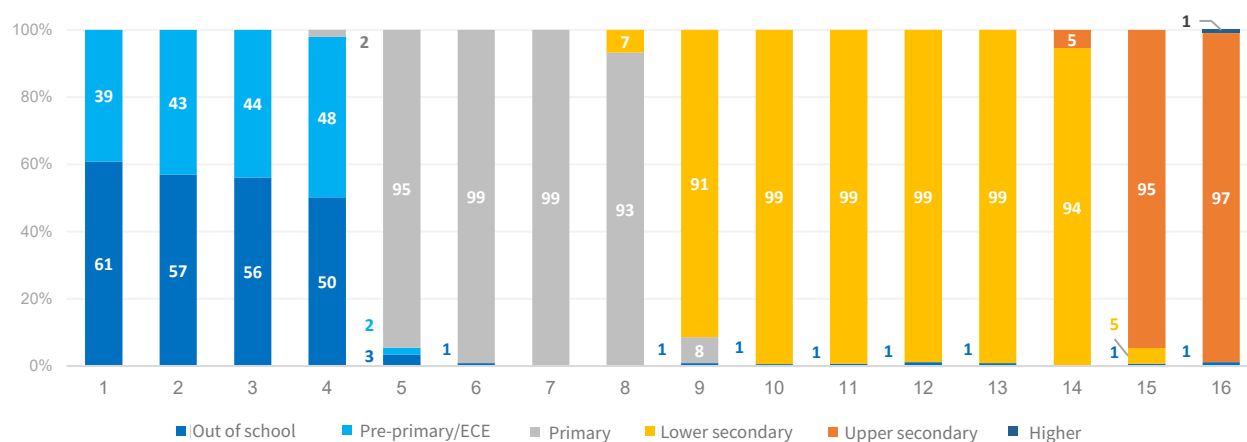


Figure 6 Education level attendance per age



Findings:

- Repetition and dropout rates stay relatively low in Turkmenistan.
- Almost all children successfully transit from primary to lower secondary education and from lower secondary education to upper secondary education.
- However, the non-transition rates spike at upper secondary level, as 83 per cent of the students do not continue with higher education.
- The education level attendance per age indicates that most children are in the level of education at the right age.



Topic 2: Skills

Guiding questions:

1. By which grade do most children acquire foundational learning skills (SDG4.1.1)?
2. What characteristics are linked to higher reading and numeracy skills?
3. What is the percentage of each group of young people that has ICT skills (SDG4.4.1)?
4. What is the profile of children not learning?

Foundational reading and numeracy skills (SDG4.1.1)

Figure 7 Share of children aged 7-14 with foundational skills by grade attended

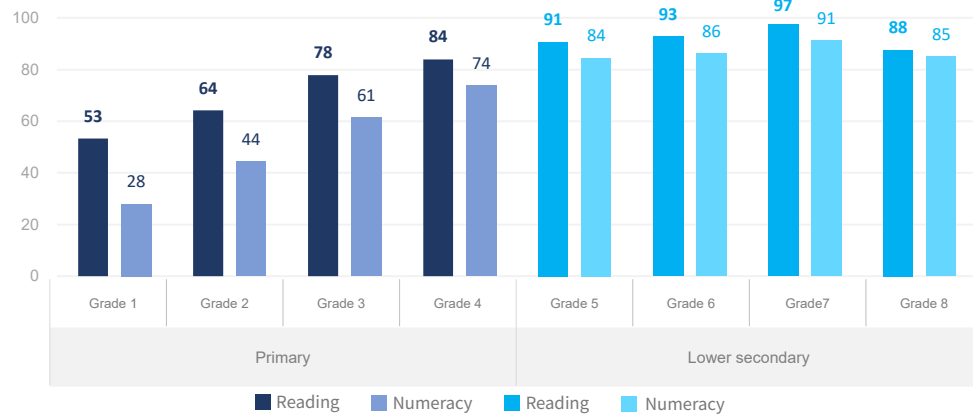


Figure 8 Share of children age 7-14 with foundational reading skills

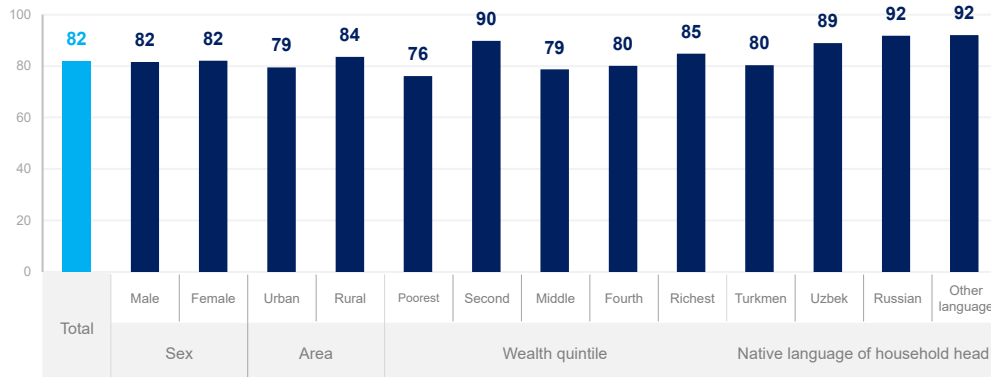
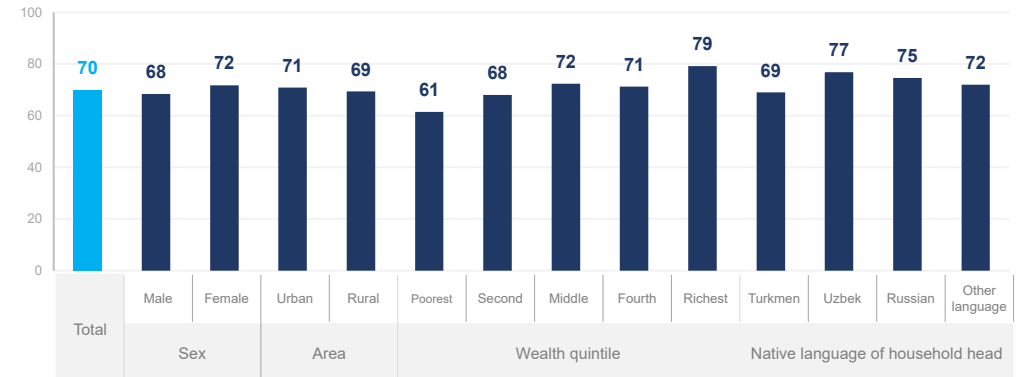


Figure 9 Share of children age 7-14 with foundational numeracy skills



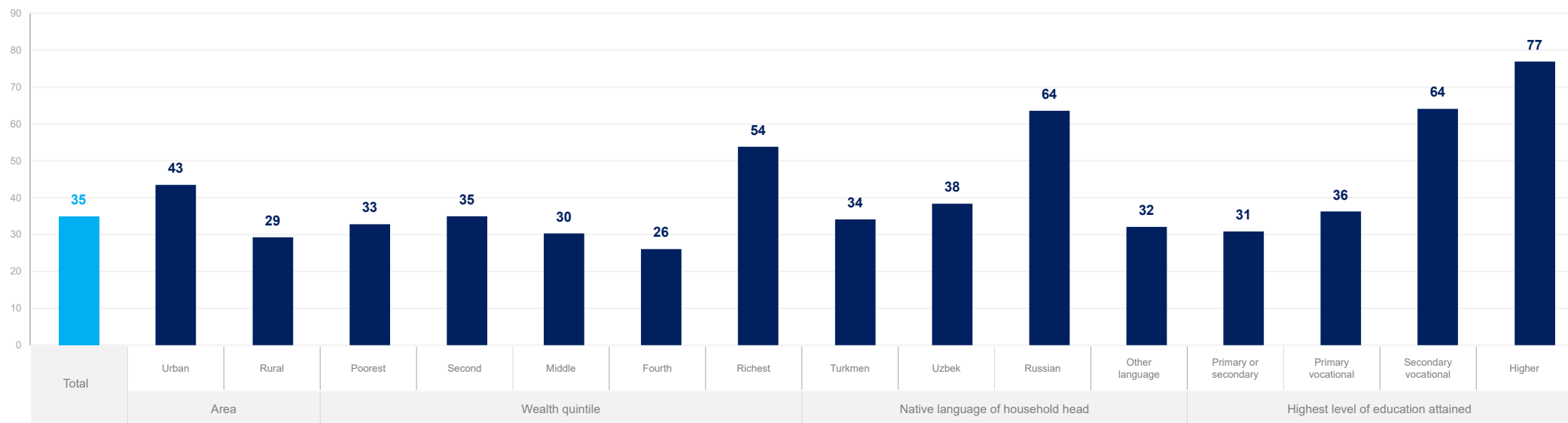


Findings:

- The Foundational Learning module assesses skills at the Grade 2/3 level. Roughly 80 per cent of children whose highest grade attended is Grade 3 have the expected level of reading skills for that grade, and around 75 per cent of children have the expected numeracy skills.
- Children learn by staying in school, but by Grade 8, 88 per cent have reading skills and 85 per cent have the numeracy skills they should have acquired by Grade 3.
- While a same share of boys and girls have foundational reading skills, 4 percentage points more girls have foundational numeracy skills than boys do.
- The urban-rural gap in foundational skills is not evident, with even a higher share of children in rural areas having foundational reading skills.
- The largest gap in foundational skills is observed by the native language of household head. Children whose family speaks Turkmen lag behind their peers foundational reading and numeracy skills.

ICT skills (SDG4.4.1)

Figure 10 Female youth (15-24 years-old) ICT skills



Findings:

- Turkmenistan achieves a universal literacy rate for youth aged 15 to 24 and therefore the chart is not shown here.
- However, only 35 per cent of youth aged 15-24 years have at least one ICT skill.
- Socio-economic influence the share of children having ICT skills. While the share of youth with ICT skills stays relatively the same for the poorest to the fourth wealth quintile, at around 30 per cent, more than half of the youth in the richest household performed at least one ICT related activities in the past three months.
- The share of youth with ICT skill is higher in urban areas and youth whose family speaks Russian.
- Education attainment also shows a strong inequality in ICT skills. The share of youth performing any ICT-related activity jumps from 31 per cent in primary or secondary to 77 per cent for those who attended higher education.

Figure 11 FOUNDATIONAL READING SKILLS, GRADE 2/3

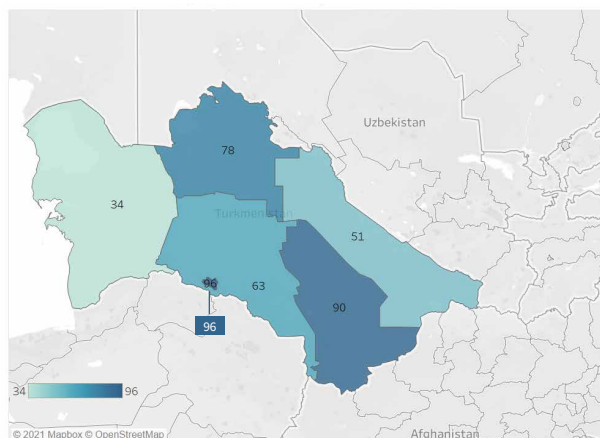


Figure 12 FOUNDATIONAL NUMERACY SKILLS, GRADE 2/3

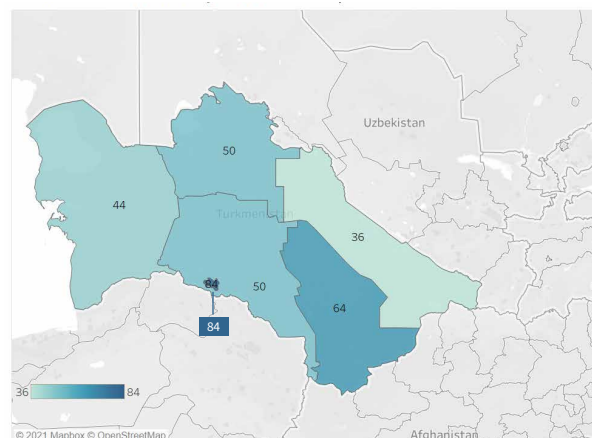


Figure 13 FOUNDATIONAL READING SKILLS, AGE 7 TO 14

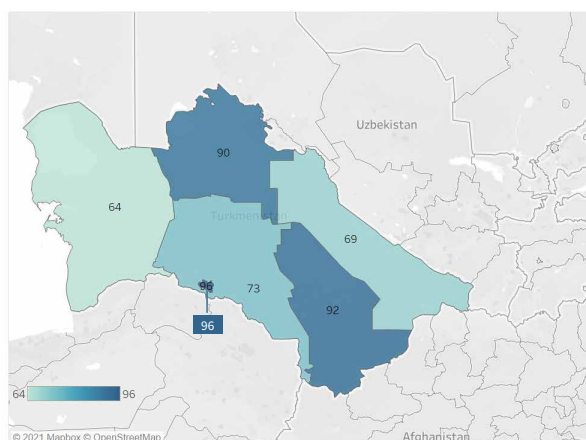
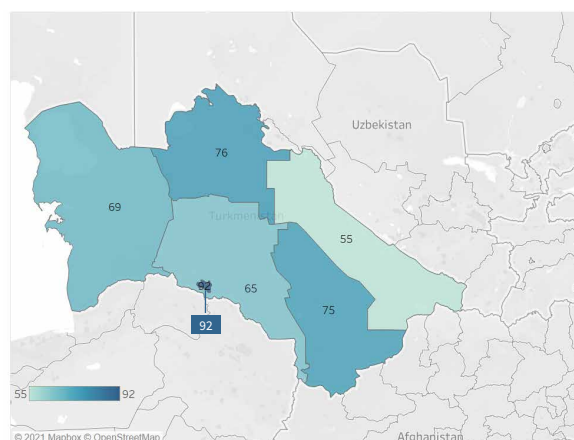


Figure 14 FOUNDATIONAL NUMERACY SKILLS, AGE 7 TO 14



Findings:

- Serious regional disparities in foundational learning skills exist in Turkmenistan.
- Nationally, over 70 per cent of the children attending Grade 2/3 have foundational reading skills. However, while over 90 per cent of the children living in Ashgabat city and Mary velayat demonstrate the foundational reading skills, only 34 per cent of the children from Balkan velayat do.
- Around half of the children attending Grade 2/3 have foundational numeracy skills expected for their level of attendance. While over 84 per cent of the children from Ashgabat city have foundational numeracy skills, only 36 per cent of the children from Lebap velayat do.
- For children aged 7 to 14, a higher share of them are equipped with foundational reading and numeracy skills.
- While over 90 per cent of the children aged 7 to 14 have foundational reading skills in Ashgabat city, Dashoguz velayat, and Mary velayat, in Akhal velayat, Balkan velayat, and Lebap velayat, only around 70 per cent of the children have the foundational reading skills expected for Grade 2/3.
- Around 92 per cent of the children aged 7 to 14 from Ashgabat city have foundational numeracy skills, but just a little over half of the children in Lebap velayat have the same skills.

Profiles of children aged 7 to 14 years who do not have foundational skills

These profiles are based on the share of children not demonstrating foundational reading and numeracy skills in Turkmenistan, where 18 per cent of children do not have foundational reading skills, and 30 per cent do not have foundational numeracy skills.

Figure 15 Profile of children who do not have foundational skills, **by sex**

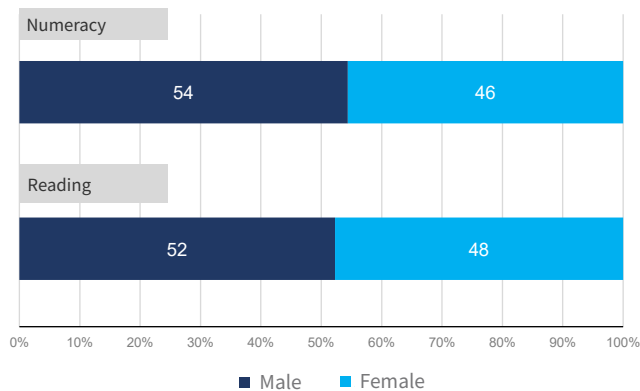


Figure 16 Profile of children who do not have foundational skills, **by area**

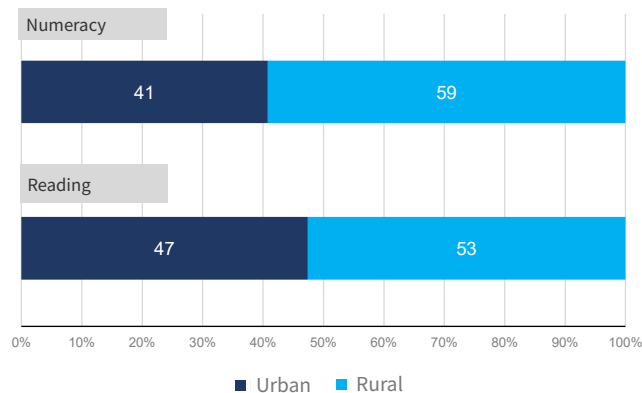


Figure 17 Profile of children who do not have foundational skills, **by wealth quintile**

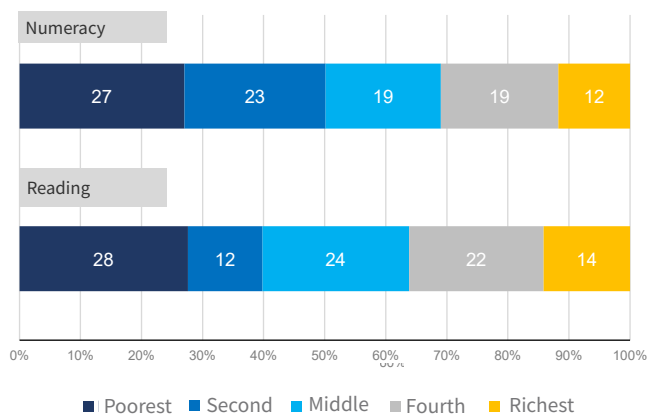


Figure 18 Profile of children who do not have foundational skills, **by language of household head**

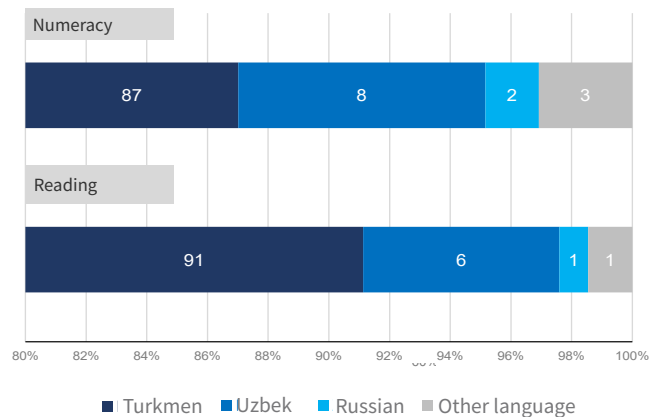
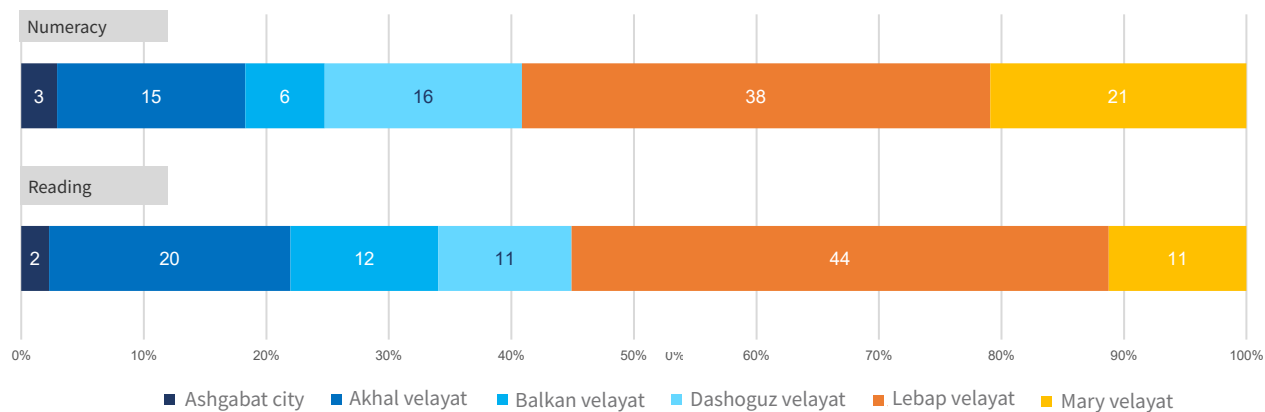


Figure 19 Profile of children who do not have foundational skills, by region



Findings:

- Among children who do not have foundational numeracy and reading skills, boys are over-represented.
- Among children without foundational reading skills, children in rural and urban areas constitute a similar share. However, roughly 60 per cent of the children without foundational numeracy skills reside in rural areas.
- Socio-economic status impacts the foundational learning skills, as about half of children without foundational reading skills come from the poorest 40% of the families.
- Around 90 per cent of children without foundational reading and numeracy skills are from household that speaks Turkmen due to its highest share in the population.
- In terms of district of residency, children from Lebap velayat represent roughly 40 per cent of the children who do not have foundational reading and numeracy skills.



Shares & headcounts by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and share (indicated on the y-axis) of children in various group who do not have foundational learning skills.

Table 1. SKILLS

Headcounts and shares of children who do not have foundational reading skills

		Share (%) of children		Headcount of children Not learning	
		Reading	Numeracy	Reading	Numeracy
Total		18%	30%	153,000	253,000
Sex	Male	18%	32%	80,000	137,000
	Female	18%	28%	74,000	116,000
Area	Urban	21%	29%	73,000	104,000
	Rural	16%	31%	81,000	150,000
Wealth quintile	Poorest	24%	39%	42,000	69,000
	Second	10%	32%	19,000	58,000
	Middle	21%	28%	37,000	48,000
	Fourth	20%	29%	34,000	49,000
	Richest	15%	21%	22,000	30,000
Native language of household head	Turkmen	20%	31%	140,000	220,000
	Uzbek	11%	23%	10,000	21,000
	Russian	8%	25%	1,000	4,000
	Other language	8%	28%	2,000	8,000
Region	Ashgabat city	4%	8%	3,000	7,000
	Akhal velayat	27%	35%	31,000	40,000
	Balkan velayat	36%	31%	18,000	16,000
	Dashoguz velayat	10%	24%	17,000	40,000
	Lebap velayat	31%	45%	67,000	96,000
	Mary velayat	8%	25%	18,000	53,000

*headcounts are based on UNSD statistics, they can be calculated using other data sources if the country requests

Findings:

- The number of children in rural areas without foundational reading skills is similar to that in urban areas. Yet interestingly, the urban-rural gap is reversed, with a higher percentage of children in rural areas demonstrating foundational reading skills.
- For both reading and numeracy, children whose household head speaks Turkmen has the highest number of children who are not learning, mainly due to its large population share.
- In terms of the regions, Lebap velayat has the largest number of children children who do not have foundational reading and numeracy skills. Meanwhile, the share of children without foundational learning skills is also one is the highest across all regions.

Shares & headcounts by various socioeconomic characteristics

Figure 20 Headcounts and shares of children who do not have foundational **reading** skills

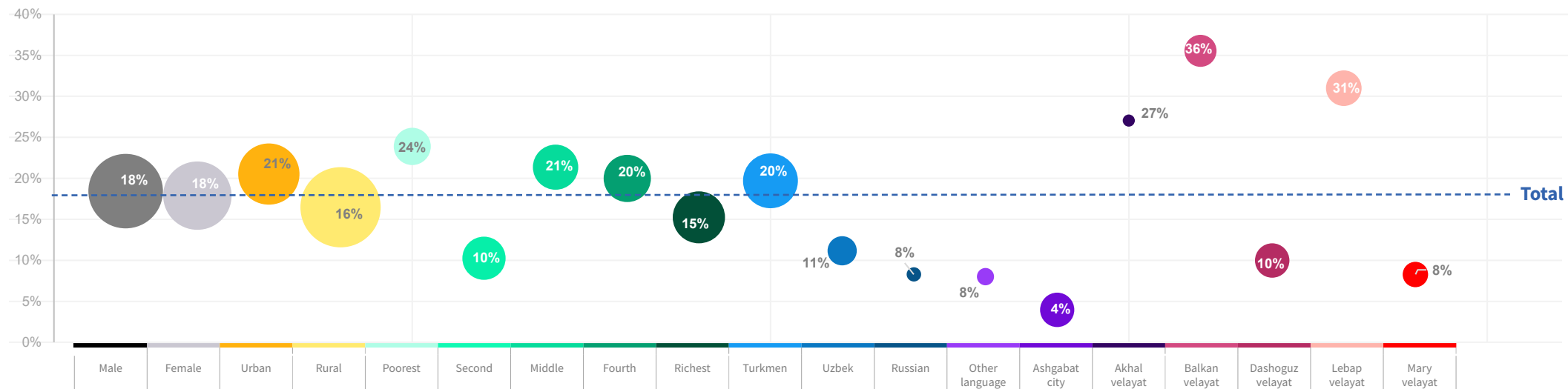
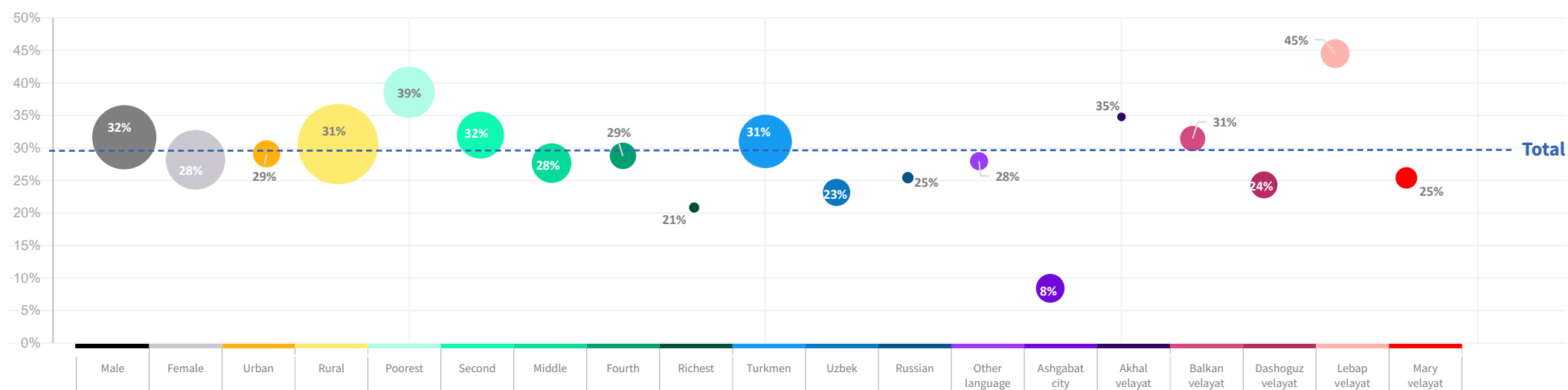


Figure 21 Headcounts and shares of children who do not have foundational **numeracy** skills



Topic 3: Early learning

Guiding questions:

1. Which children are developmentally on track in literacy and numeracy, a domain measured by ECDI?
2. What percentage of children attend early childhood education by various characteristics (SDG4.2.2)?
3. Do children attend grade 1 at the right age?
4. What is the profile of children not attending ECE?
5. What is the profile of children not on track in literacy and numeracy?

Overview

Figure 22 On track for literacy and numeracy for children aged 36 to 59 months

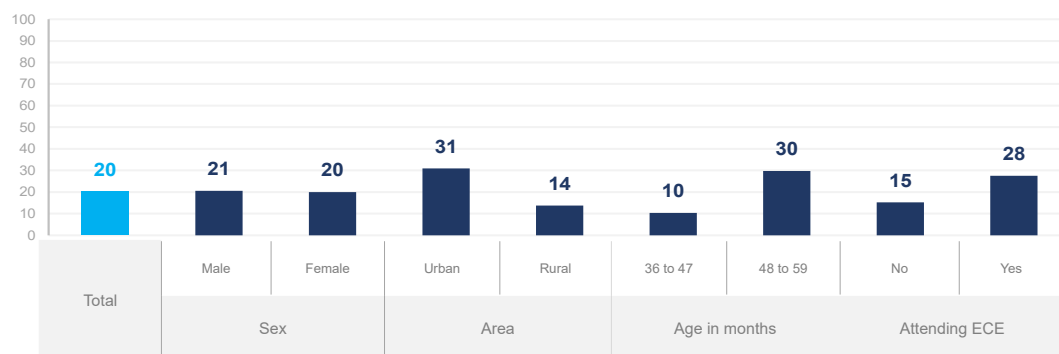
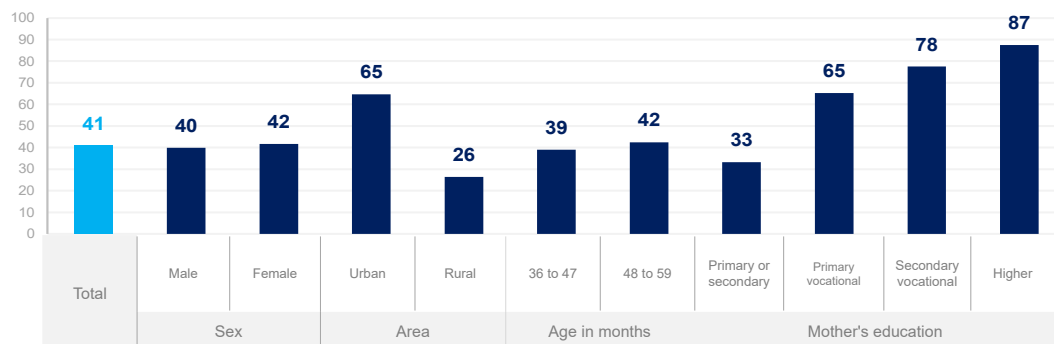


Figure 23 Percentage of children aged 36-59 months attending early childhood education



Overview

Figure 24 Age distribution at Grade 1 of primary education

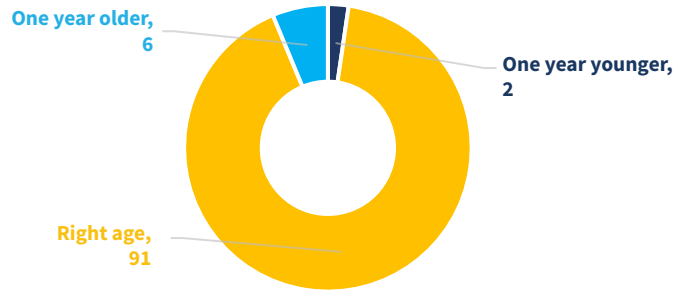
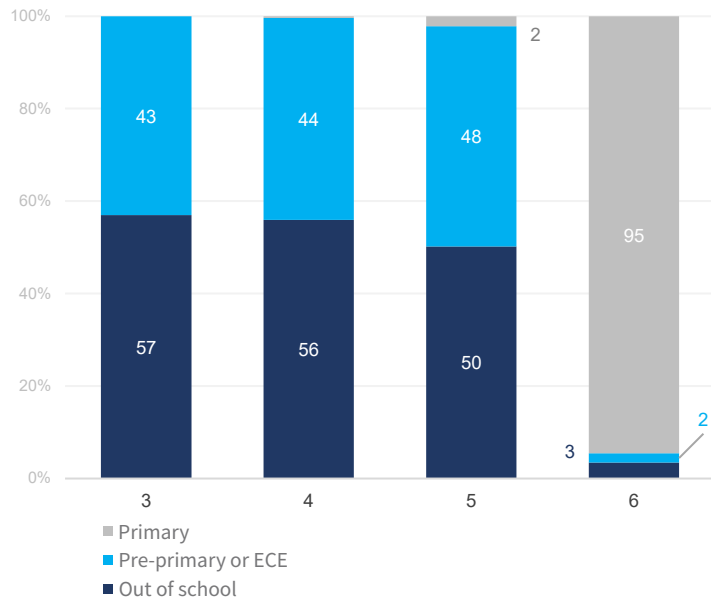


Figure 25 Level of education attended by age



Findings:

- Just over 40 per cent of the children attend early childhood education.
- The gap between share of urban children attending ECE and that of rural children is substantial. While around 2 in 3 children in urban areas attend ECE, only 1 in 4 children in rural areas attend.
- ECE attendance is positively correlated with mother's education level. Only 1 in 3 children whose mother had primary or secondary education attend ECE, but around 7 in 8 children whose mother had higher education do.
- ECE attendance is higher also among children whose mothers attended higher levels of education
- Roughly half of the children aged 5 in Turkmenistan remain out of school, but 95 per cent of the children aged 6 attend primary school.
- More than 90 per cent of the children attend Grade 1 of primary education at the right age.



Regional disaggregation for ECE participation (SDG4.2.2) and developmentally on track in literacy and numeracy domain

Figure 26 Attending ECE

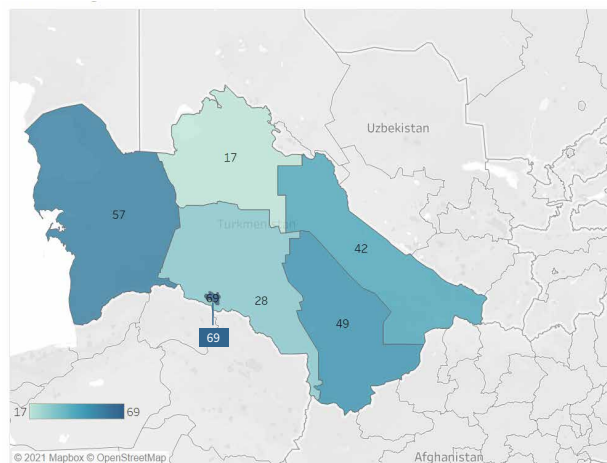
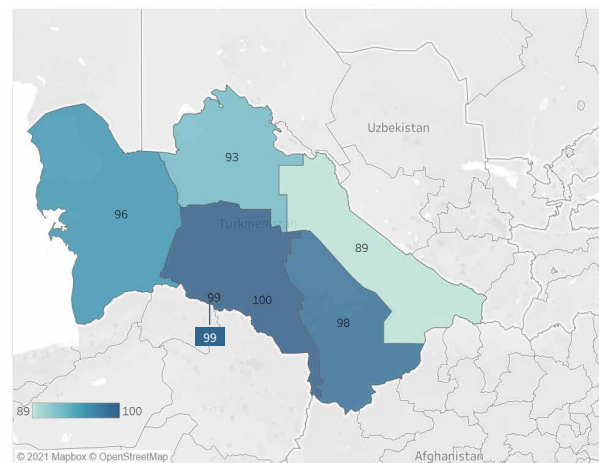


Figure 27 Developmentally on track in literacy and numeracy



Findings:

- Nationally, only 41 per cent of the children aged 36 to 59 months attend early childhood education.
- The early childhood attendance rate is the highest in Ashgabat city, where roughly 70 per cent of the children attend ECE.
- However, only 17 per cent of the children living in Dashoguz velayat are exposed to early childhood education.
- Substantial regional disparity in proportion of children who are developmentally on track in literacy and numeracy domain exists in Turkmenistan.
- Except for Ashgabat city, all other regions have less than 25 per cent of their child who are not developmentally on track in literacy and numeracy domain.

Profile of children not developmentally on track or not attending ECE

Figure 28

Profile of young children aged 3 to 4 not attending ECE or not developmentally on track, **by sex**

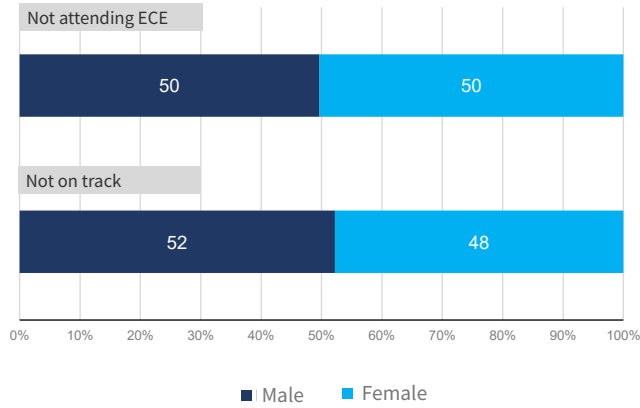


Figure 29

Profile of young children aged 3 to 4 not attending ECE or not developmentally on track, **by area**

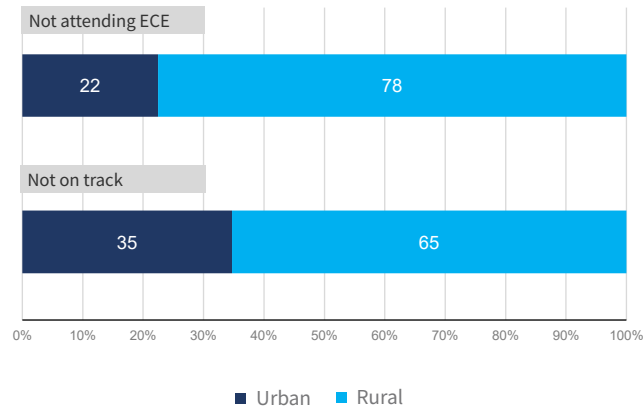


Figure 30

Profile of young children aged 3 to 4 not attending ECE or not developmentally on track, **by wealth quintile**

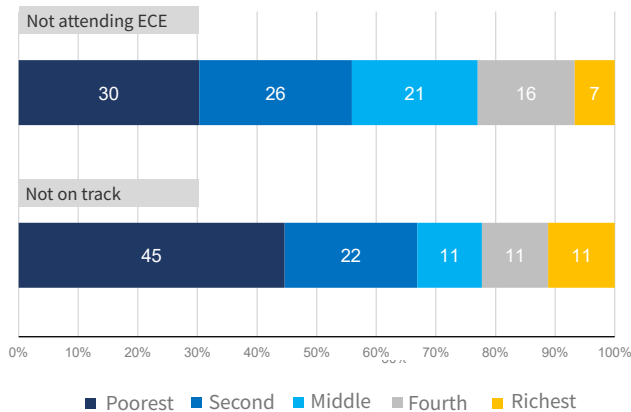
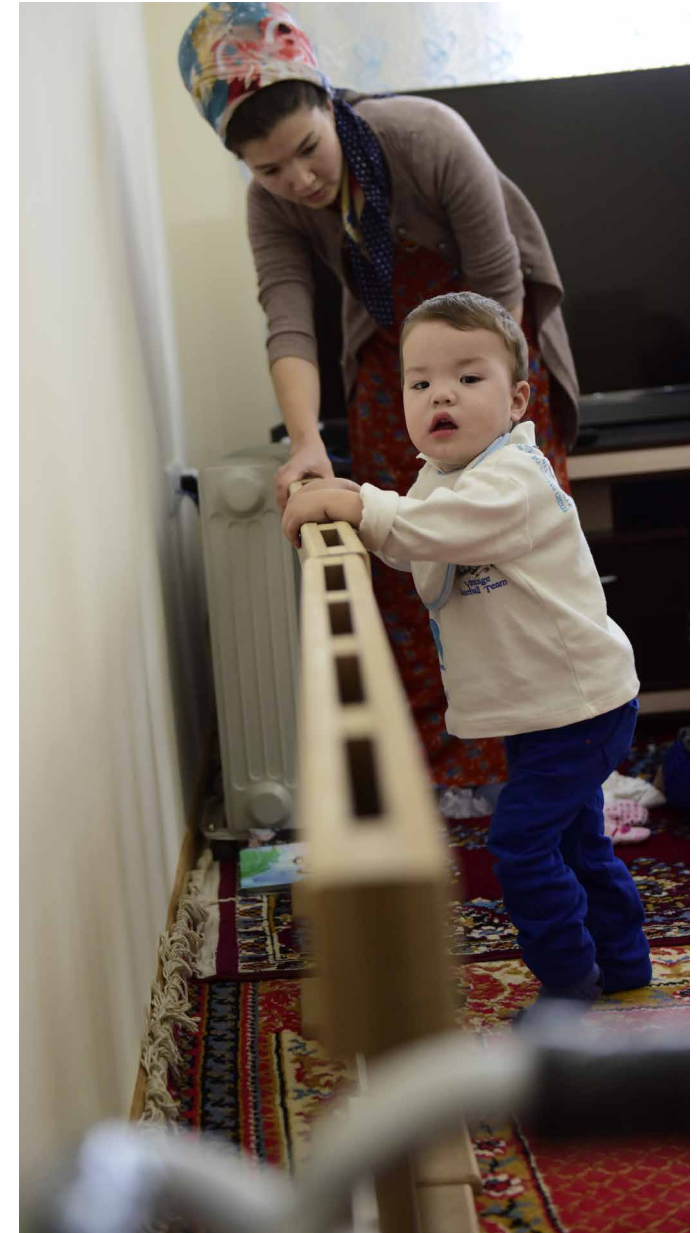
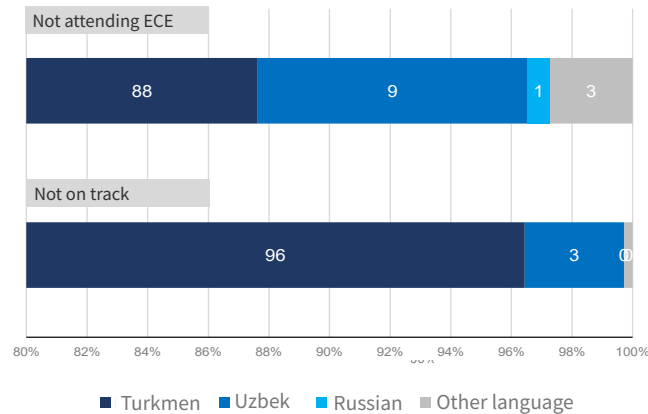


Figure 31

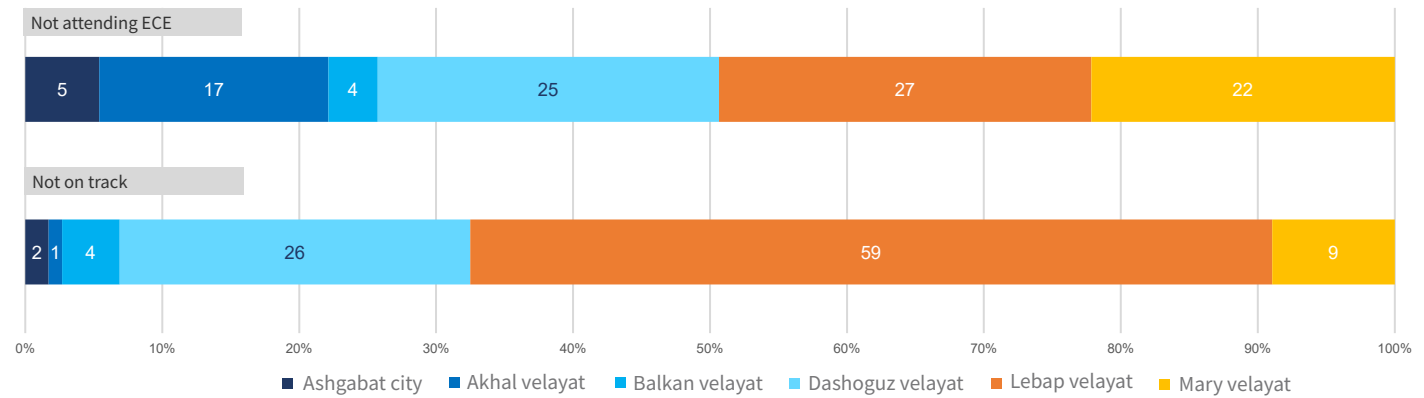
Profile of young children aged 3 to 4 not attending ECE or not developmentally on track, **by language of household head**



Findings:

- Among children who are not developmentally on track, there is a higher share of boys than girls.
- Children in rural areas take up a higher share among children not on track and children not attending ECE, with the gap larger in ECE attendance.
- A substantial gap in early development and ECE attendance is observed by children's socioeconomic status. Over half of the children not attending ECE are from the bottom two wealth quintile, and every 2 in 3 children who are not developmentally on track are from the poorest two wealth quintiles.
- Children whose family head speaks Turkmen represent the vast majority of children who are not on track or who do not attend ECE.
- Strikingly, nearly 60 per cent of the children who are not on track come from the Lebap velayat region.

Figure 32 Profile of young children aged 3 to 4 not attending ECE or not developmentally on track, **by region**



Shares & headcounts by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and share (indicated on the y-axis) of children in various groups who are not attending ECE (top) and not on track in terms of the ECDI (bottom).

Table 3. EARLY LEARNING

Shares & headcounts by various socioeconomic characteristics

		Share (%) of children		Headcount of children	
		Not on track on ECDI	Not attending ECE	Not on track on ECDI	Not attending ECE
Total		5%	59%	14,000	169,000
Sex	Male	5%	60%	7,000	84,000
	Female	5%	58%	7,000	85,000
Area	Urban	5%	35%	5,000	38,000
	Rural	5%	74%	9,000	131,000
Wealth quintile	Poorest	10%	83%	6,000	51,000
	Second	5%	66%	3,000	43,000
	Middle	3%	63%	2,000	36,000
	Fourth	3%	52%	2,000	28,000
	Richest	3%	23%	2,000	11,000
Native language of household head	Turkmen	6%	59%	14,000	148,000
	Uzbek	2%	64%	0	15,000
	Russian	0%	23%	0	1,000
	Other language	1%	71%	0	5,000
Region	Ashgabat city	1%	31%	0	9,000
	Akhal velayat	0%	72%	0	28,000
	Balkan velayat	4%	43%	1,000	6,000
	Dashoguz velayat	7%	83%	4,000	42,000
	Lebap velayat	11%	58%	8,000	46,000
	Mary velayat	2%	51%	1,000	37,000

*headcounts are based on UNSD statistics, they can be calculated using other data sources if the country requests

Findings:

- ECE attendance is similar between boys and girls.
- Across different wealth quintile, children from the poorest household has the lowest rate of ECE attendance and highest rate of developmentally not on track.
- While the urban-rural gap is not evident in ECDI, a substantial gap exists in ECE attendance: only 25 per cent of the children in rural areas attend ECE, compared to 65 per cent of the children in urban areas.
- Lebap velayat has both the highest number and highest rate of children who are not developmentally on track. Lebap velayat and -Dashoguz velayat have similar number of children not attending ECE, but the share of children not attending ECE is much higher in Dashoguz velayat.

Shares & headcounts by various socioeconomic characteristics

Figure 33 Shares and headcounts of children who are not attending ECE

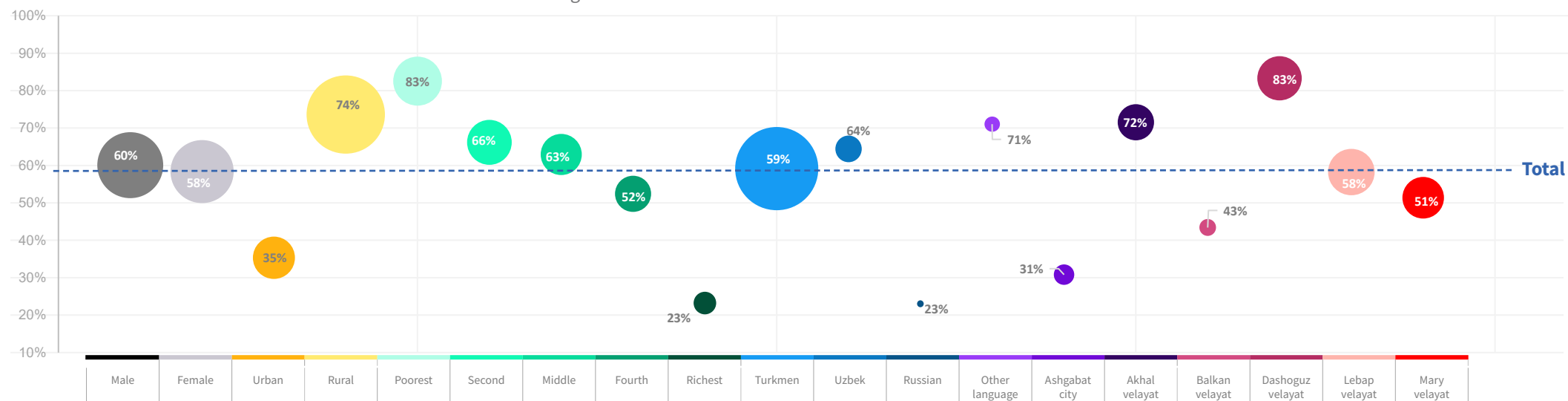
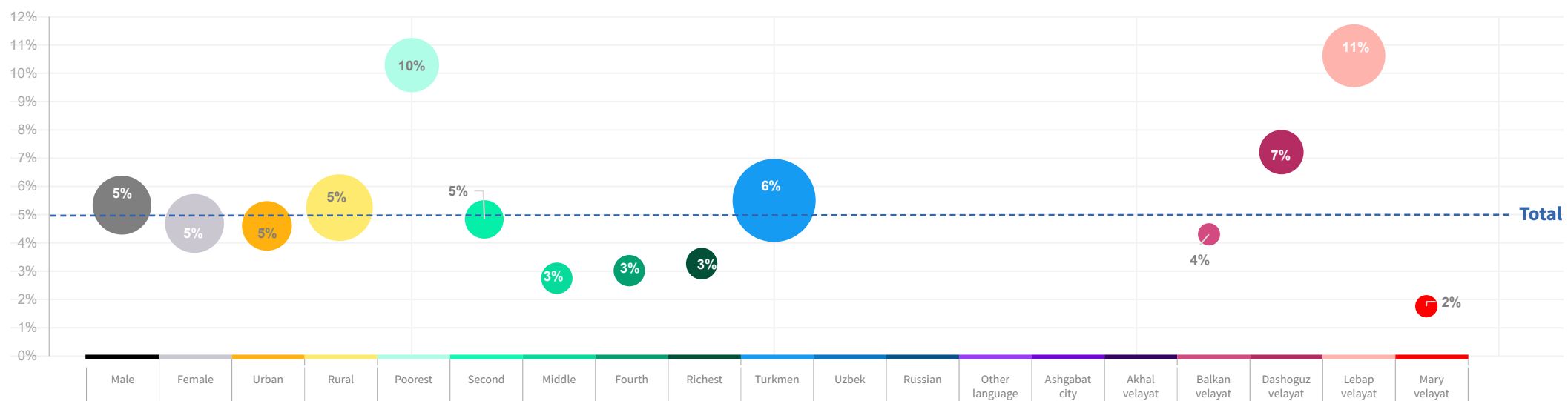


Figure 34 Shares and headcounts of children who are not on track, as measured by ECDI



Topic 4: Child marriage (SDG5.3.1)

Guiding questions:

1. For which groups is early marriage higher (SDG5.3.1)?
2. What's the relationship between early marriage and ICT skills (SDG4.4.1)?
3. How does early marriage explain the profile of children without ICT skills?

Overview

Figure 35

Prevalence of child marriage (before 18) among female youth aged 20 to 24

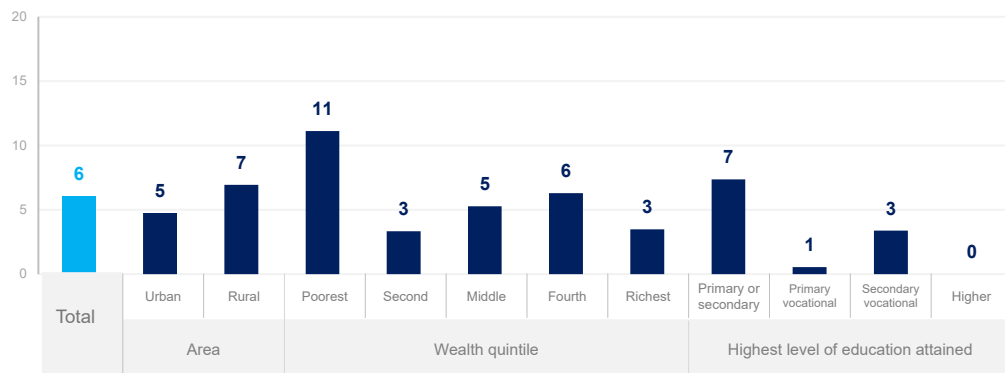
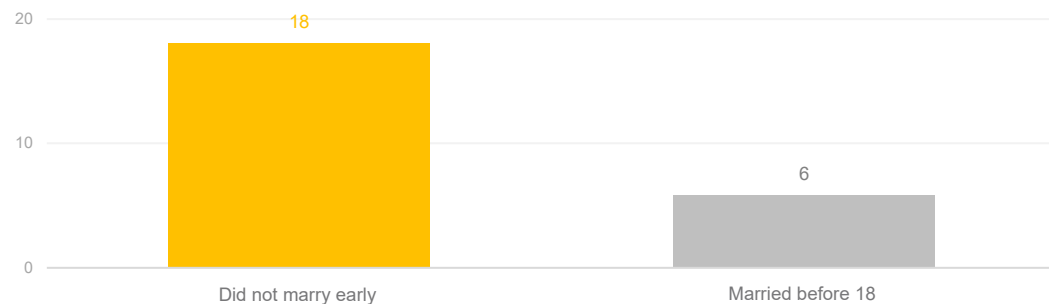


Figure 36

ICT skills of youth age 20 to 24 by marriage status, female

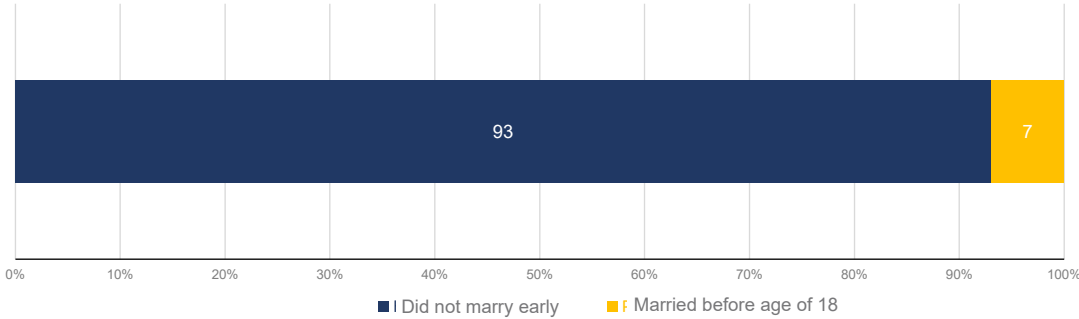


Findings:

- On average, 6 per cent of young women aged 20 to 24 at the time of the survey get married before their 18th birthday.
- The share of young female who married before 18-years-old is 4 percentage points higher in rural areas than in urban areas.
- Young female from the poorest wealth quintile have the highest prevalence of early marriage. Around 11 per cent of the young female from the bottom wealth quintile were married before 18, compared to 3 per cent of their peer from the top wealth quintile.
- Education level also strongly influences early marriage. Around 7 per cent of the youth female were married before 18 whose education level is primary or secondary, but the prevalence of early marriage is almost non-existent among women attended higher education.
- For young women who were married early, only 6 per cent of them performed at least one ICT related task in the past three month. This is significantly lower than the share of young women who were not in early marriage.

Profile of female youth without ICT skills (SDG4.4.1) by early marriage (SDG5.3.1) status

Figure 37 Profile of youth (20-24 years old) without ICT skills, by date of marriage, female



Findings:

- Among female youth without ICT skills, 7 per cent of them were married before their 18th birthday.



Topic 5: Inclusive education (SDG4.5)

Guiding questions:

1. For what groups of children have higher rates of functional difficulty (SDG4.5)?
2. How is functional difficulty linked to foundational learning skills (SDG4.1.1)?
3. How does functional difficulty explain the profile of children not learning?

Overview

Figure 38 Characteristic of functional difficulties (children age 5 to 17)

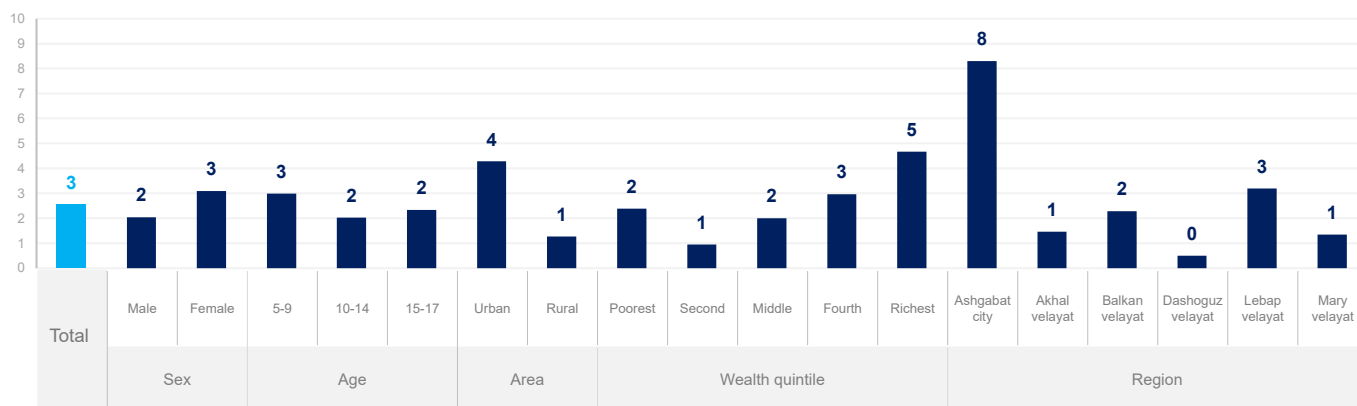
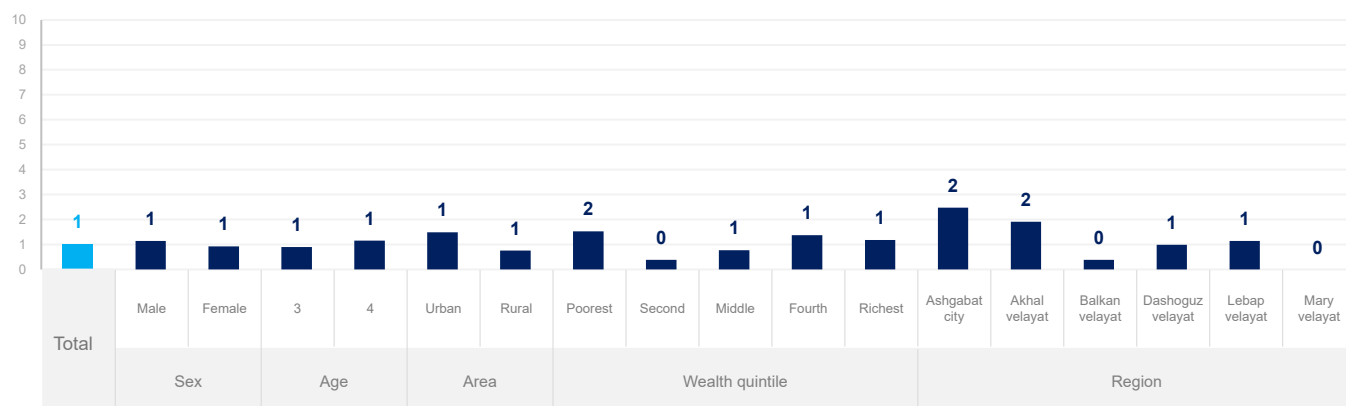


Figure 39 Characteristics of functional difficulties (children aged 2 to 4)

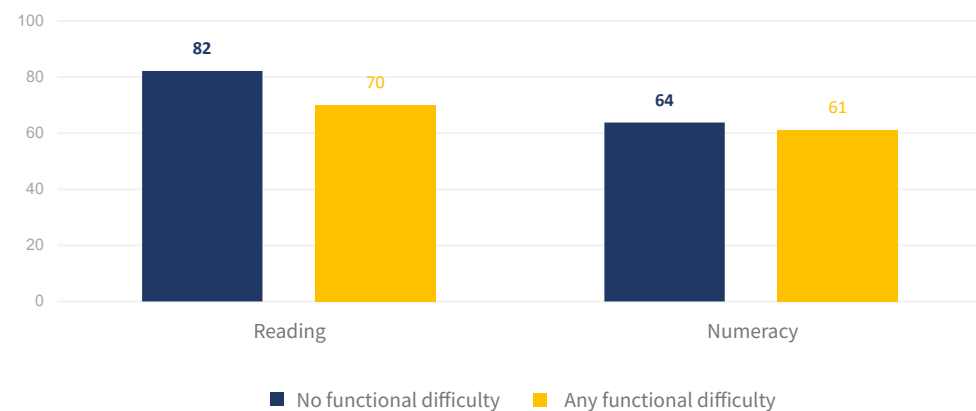


Findings:

- Across the country, 3 per cent of children age 5 to 17 have at least one functional difficulty. Only 1 per cent of children aged 2 to 4 have any functional difficulty.
- Prevalence of functional difficulty is similar for boys and girls. For children aged 5 to 17 and children aged 2 to 4, a higher share of children in urban area have at least one functional difficulty.
- Socioeconomics background is strongly associated with prevalence of functional difficulty among children aged 5 to 17. Only 1 to 2 per cent of the children from the poorest to the middle wealth quintile have any functional difficulty, but the number jumps to 5 per cent for children from the richest wealth quintile.
- For the both age groups, prevalence of any functional difficulty is the highest in Ashgabat city.

Functional difficulty and education

Figure 40 Foundational skills by functional difficulties (children age 7 to 14)

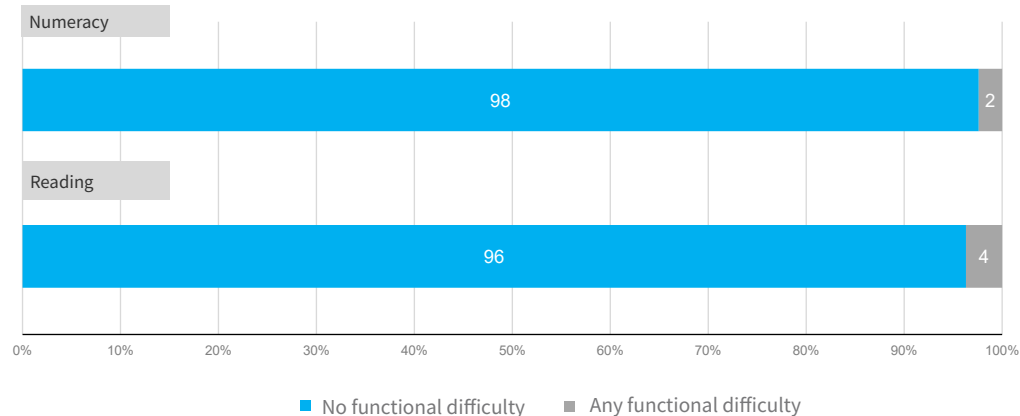


Findings:

- There is a gap in foundational skills by functional difficulty status, and the gap is statistically significant in reading.
- Among children who don't have functional difficulty, 82 per cent and 70 per cent of them have foundational reading and numeracy skills, respectively. However, for children with at least one functional difficulty, only 64 per cent and 61 per cent of them have the foundational reading and numeracy skills.

Profile of children not learning by functional difficulty

Figure 41 Profile of children not learning by functional difficulties



Findings:

- Although less than 3 per cent of the children in Turkmenistan have at least one functional difficulty, they are overrepresented among children without foundational reading skills.
- Specifically, 4 per cent of the children without foundational reading skills have functional difficulty.

Guiding questions:

1. What share of children live in households with access to remote learning tools?
2. How is remote learning associated with foundational learning (SDG4.1.1)?
3. What are the characteristics of children who live in a supportive home learning environment?
4. What are the profiles of children who do not have access to remote learning tools?

Overview



Figure 42 Share of students aged 3 to 24 with broadcast based remote learning and phone

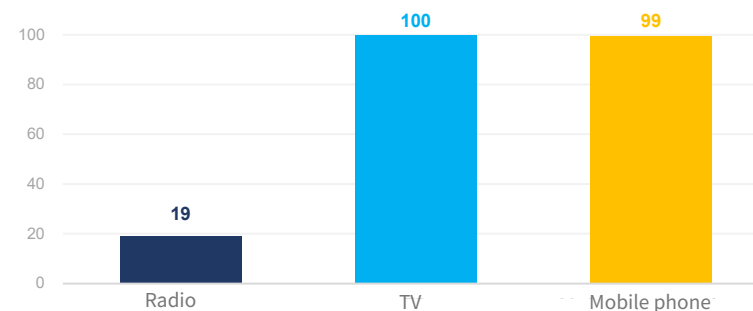
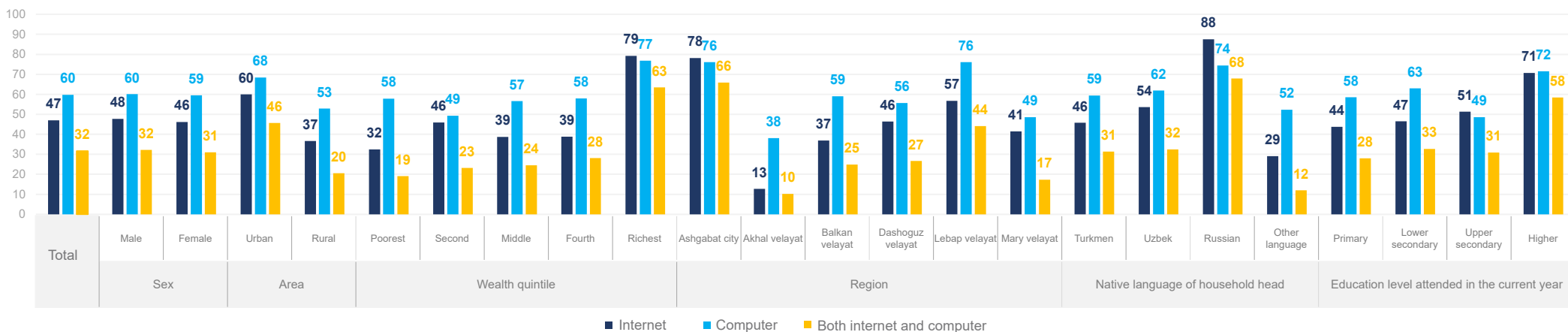


Figure 43 Share of students aged 3 to 24 years with access to digital based remote learning

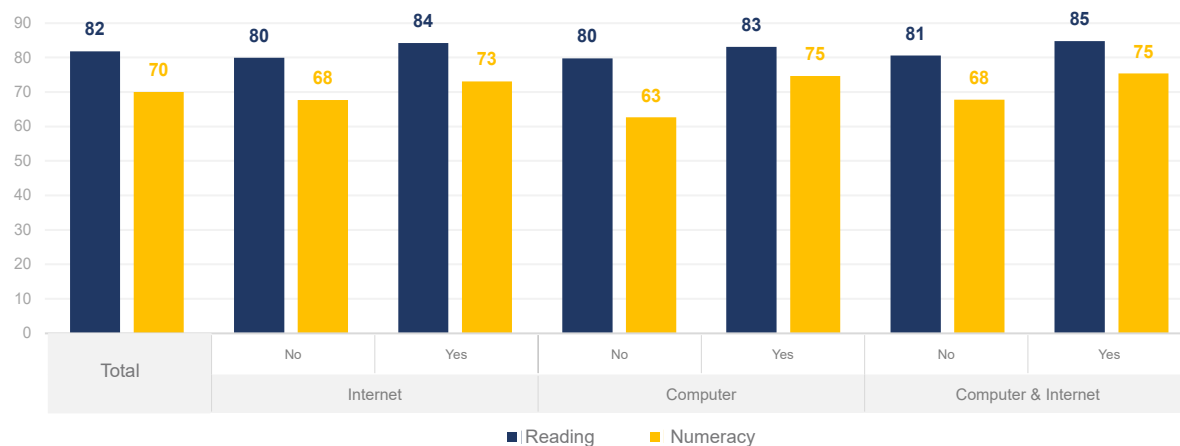


Findings:

- In Turkmenistan, TV and mobile phone ownership are universal.
- However, national wide, less than half of the children aged 3 to 24 who currently attend school have internet access at home. Although 60 per cent of the school children have computer at home, only 32 per cent of them have both internet and computer.
- No gender disparity is observed in the ownership of digital based remote learning modality.
- Rural children lag behind their urban peers in share of children with internet and computer. The largest difference of 26 percentage points is observed in the ownership of both internet and computer.
- Socio-economic background has a strong influence on the access to internet and computer at home. While around 20 to 30 per cent of the children from the poorest and the fourth wealth quintile have both internet and computer at home, more than 60 per cent of the children from the richest households have internet and computer.
- Only 10 per cent of the children living in Akhal velayat have both internet and computer at home, the lowest across all regions.
- Children whose family head speaks Russian have the highest share of internet and computer at home.
- Education level also have a strong influence on the access to internet and computer at home.

Foundational skills among children aged 7 to 14 years, by access to remote learning tools

Figure 46 Foundational reading and numeracy skill by internet access



Findings:

- Nationally, a higher share of children has foundational reading skill than numeracy skill (82 per cent versus 70 per cent).
- For internet, computer, and internet and computer, children with access have a higher rate demonstrating foundational reading and numeracy skills than children without access.



Home learning environment for children aged 7 to 14 years

Figure 47 No child-oriented books in the household

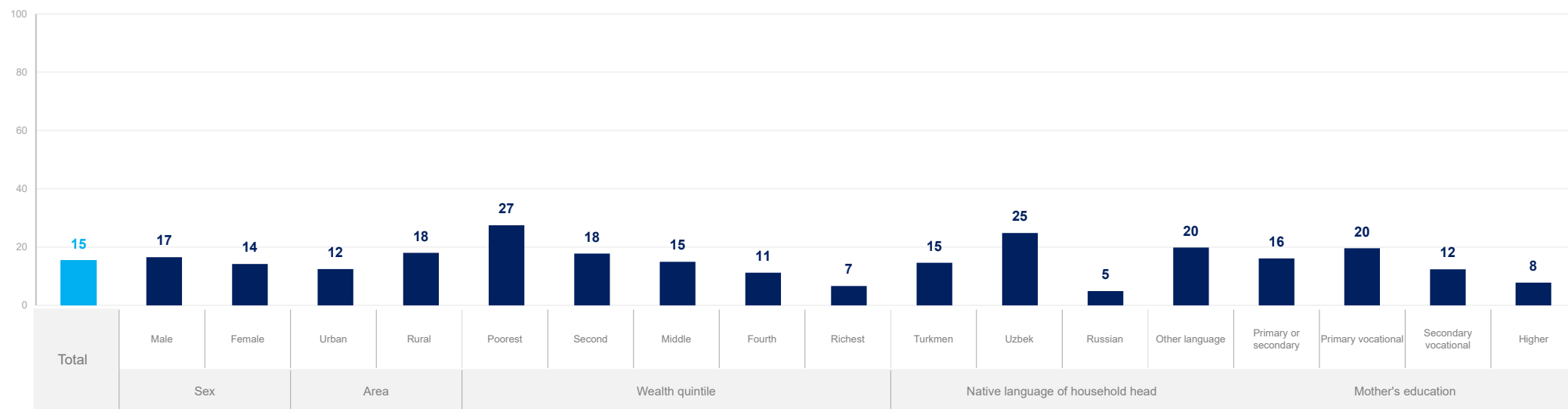
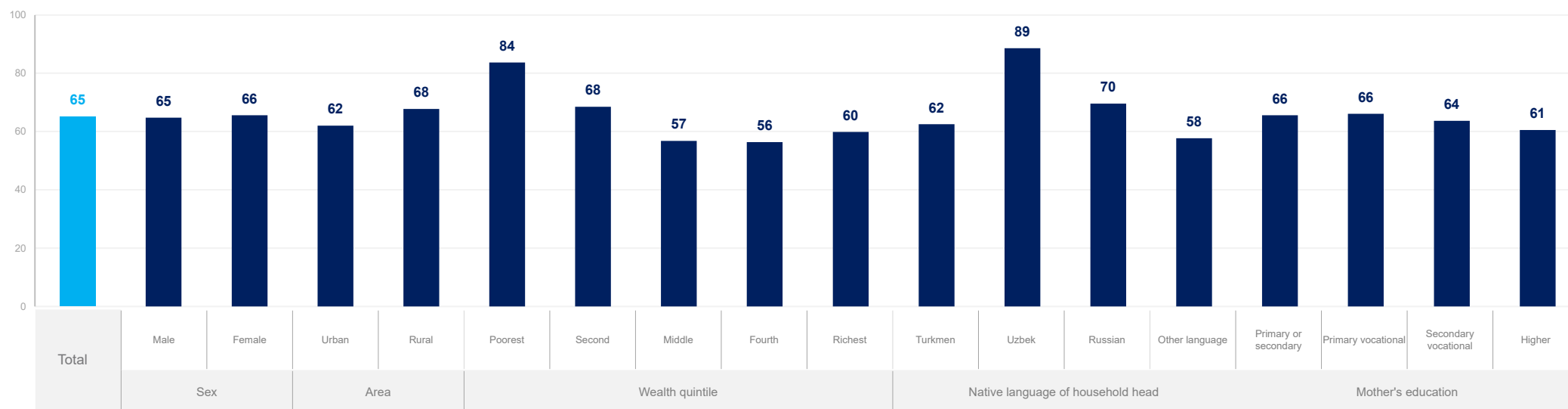


Figure 48 Parent or caretaker helped child with homework



Findings:

- 15 per cent of children aged 7 to 14 years live in a household with no child-oriented books. This means they do not have access to additional age-appropriate materials to read and learn.
- Access to child-oriented books varies by wealth quintile. On average, only 7 per cent of children in the richest wealth quintile do not have access to child-oriented books at home, while nearly 30 per cent of children in the poorest quintile do not have child-oriented books at home.
- Every 1 in 4 children whose family speaks Uzbek does not have child-oriented books at home, whereas only 5 per cent of the children whose family speaks Russian do not have child-oriented books.
- Similarly, mother's education level also influences the ownership of owning child-oriented books.
- Around 16 to 20 per cent of children whose mother's education level is primary vocational or below do not have books at home, compared with 8 to 12 per cent of the children whose mother attended higher education.
- Nationally, 2 in 3 children receive help with their homework from their family.
- A higher share of family in rural areas and from the bottom wealth quintile help with child's homework compared to better-off families.
- By the language of household head, children whose family speaks Uzbek have the highest rate of helping with child's homework.



Profiles of children aged 5 to 17 years with no access to remote learning tools

Figure 49 Profile of children with no access to digital based remote learning, by sex

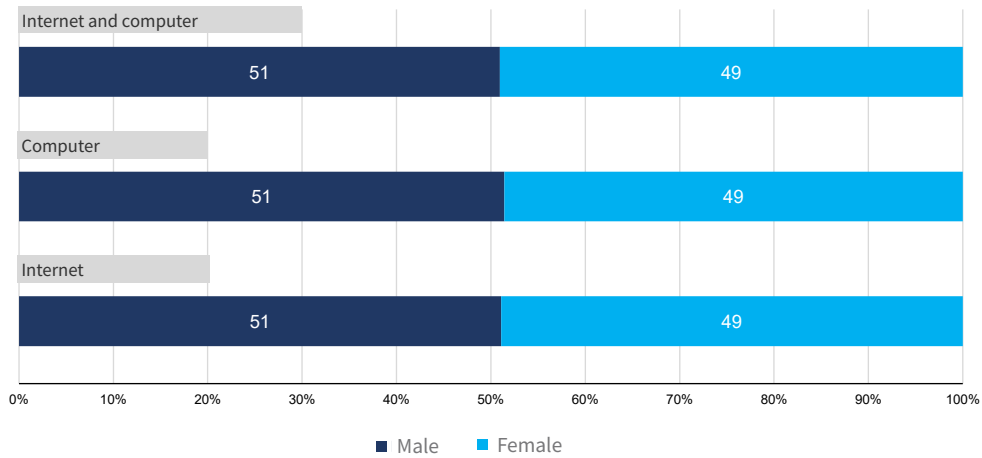


Figure 50 Profile of children with no access to digital based remote learning, by area

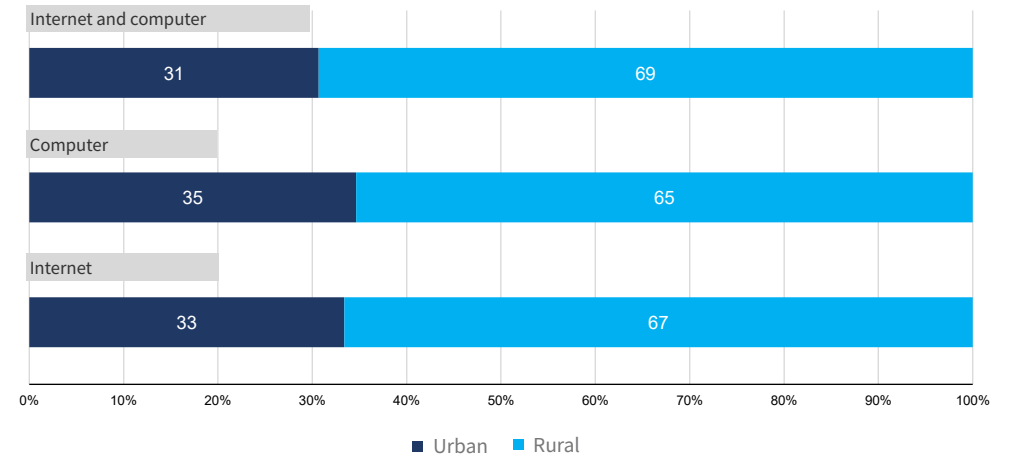


Figure 51 Profile of children with no access to digital based remote learning, by wealth

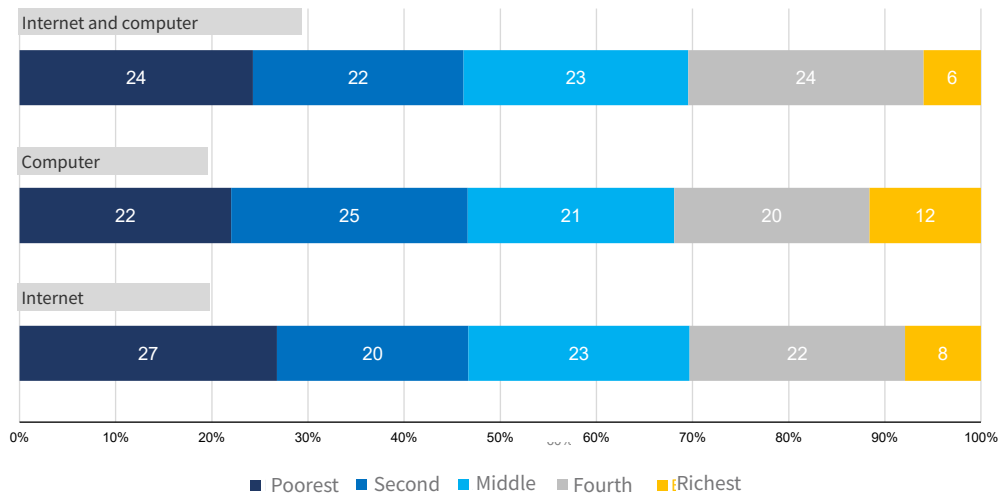


Figure 52 Profile of children with no access to digital based remote learning, by language

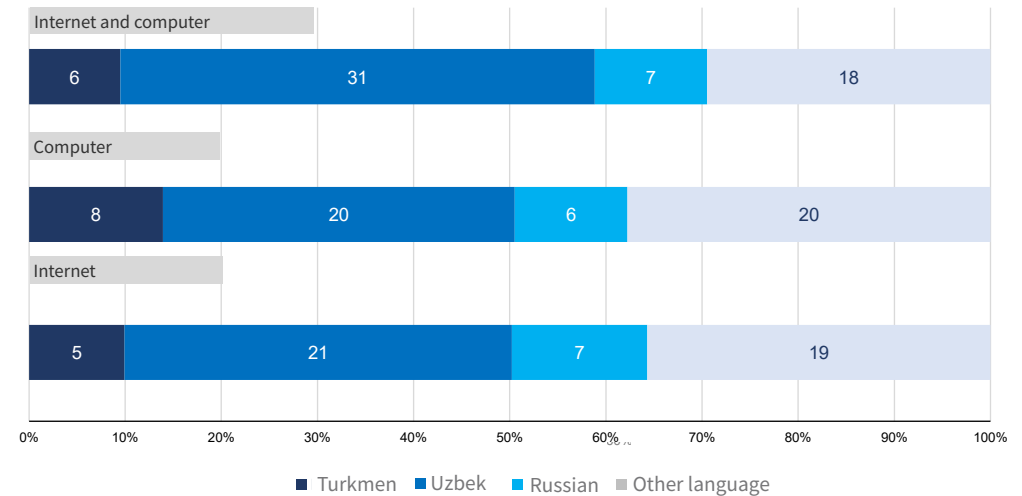


Figure 53 Profile of children with no access to digital based remote learning, by region

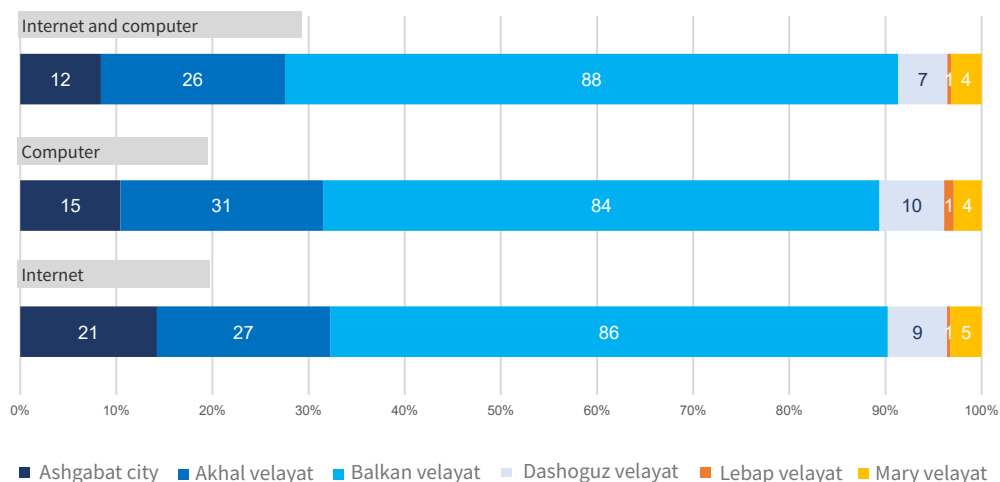
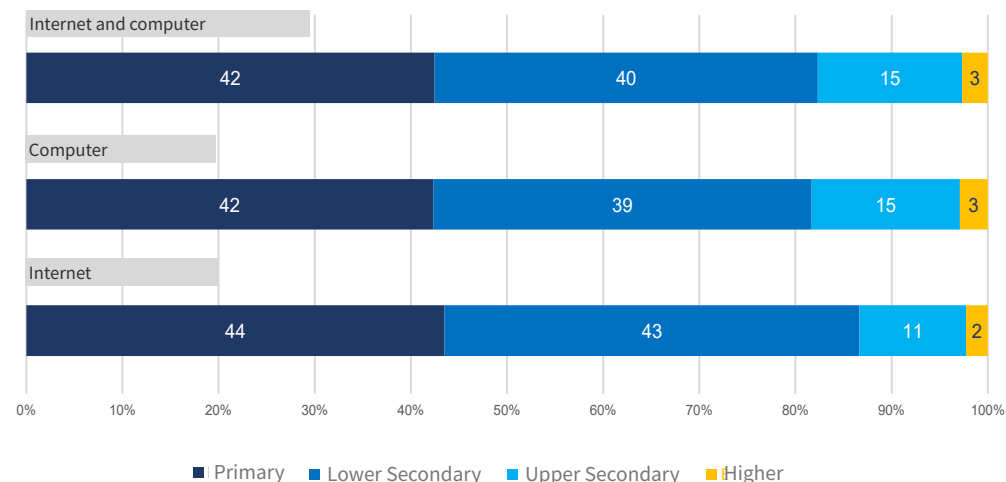


Figure 54 Profile of children with no access to digital based remote learning, by education



Findings:

- Among children who do not have digital based remote learning tools at home, boys and girls have a very similar share.
- Approximately for every 3 children who don't have access to internet, 2 of them reside in the rural areas.
- The two poorest wealth quintiles are over-represented among those who lack access to digital based remote learning. Specifically, the bottom two wealth quintiles take up nearly half of the children who lack access to computer or internet.
- The Turkmen group has a large population, which may explain why children of Turkmen ethnicity represent the largest share of those who lack access to internet.
- Among children with no access to remote learning tools, children whose household head speaks Uzbek have the highest share.
- The majority of children who lack access to 1) internet, 2) computer, and 3) both internet and computer reside in Balkan velayat.
- Finally, children who are currently attending primary or lower secondary education represent more than 80 per cent of the children who lack access to remote learning tools.

Table 4. Remote Learning

Shares & headcounts by various socioeconomic characteristics		Share (%) of children lack access to			Headcount of children lack access to		
		Internet	Computer	Internet & computer	Internet	Computer	Internet & computer
Total		53%	40%	25%	992,000	826,000	490,000
Sex	Male	52%	40%	24%	504,000	416,000	246,000
	Female	54%	41%	25%	488,000	409,000	244,000
Area	Urban	40%	32%	17%	371,000	324,000	167,000
	Rural	63%	47%	31%	603,000	481,000	310,000
Wealth quintile	Poorest	68%	42%	29%	219,000	147,000	101,000
	Second	54%	51%	28%	180,000	183,000	100,000
	Middle	61%	43%	29%	234,000	179,000	111,000
	Fourth	61%	42%	31%	222,000	169,000	114,000
	Richest	21%	23%	7%	91,000	111,000	34,000
Native language of household head	Turkmen	54%	41%	26%	51,000	61,000	28,000
	Uzbek	46%	38%	17%	174,000	124,000	118,000
	Russian	12%	26%	6%	66,000	48,000	32,000
	Other language	71%	48%	31%	143,000	126,000	66,000
Region	Ashgabat city	22%	24%	12%	178,000	118,000	54,000
	Akhal velayat	87%	62%	59%	229,000	228,000	114,000
	Balkan velayat	63%	41%	29%	869,000	711,000	440,000
	Dashoguz velayat	54%	44%	25%	73,000	69,000	27,000
	Lebap velayat	43%	24%	11%	7,000	13,000	3,000
	Mary velayat	59%	51%	27%	38,000	27,000	16,000

*headcounts are based on UNSD statistics, they can be calculated using other data sources if the country requests

Shares & headcounts by various socioeconomic characteristics

Figure 55 Headcounts and shares of children who do not have access to **internet**

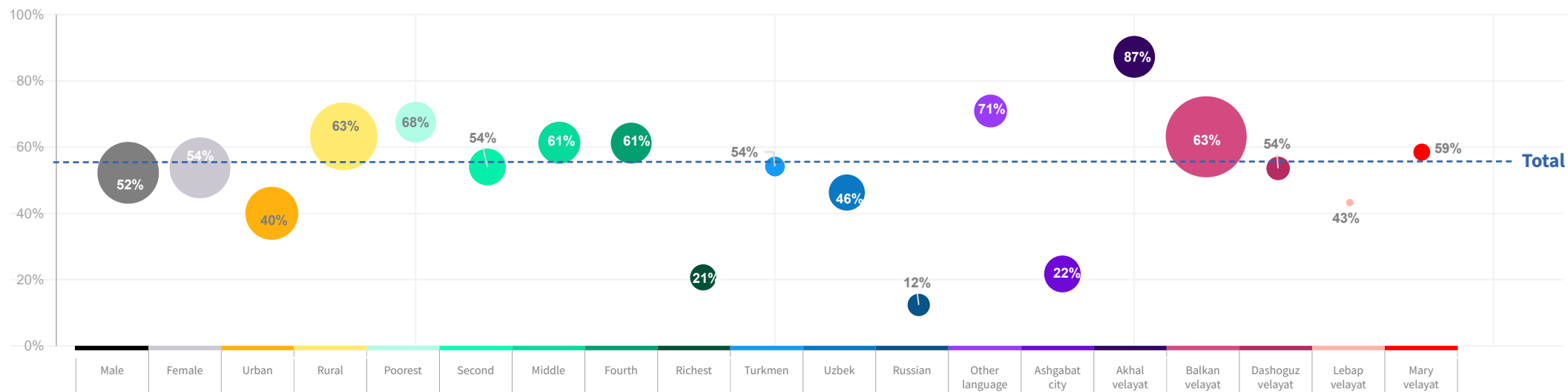
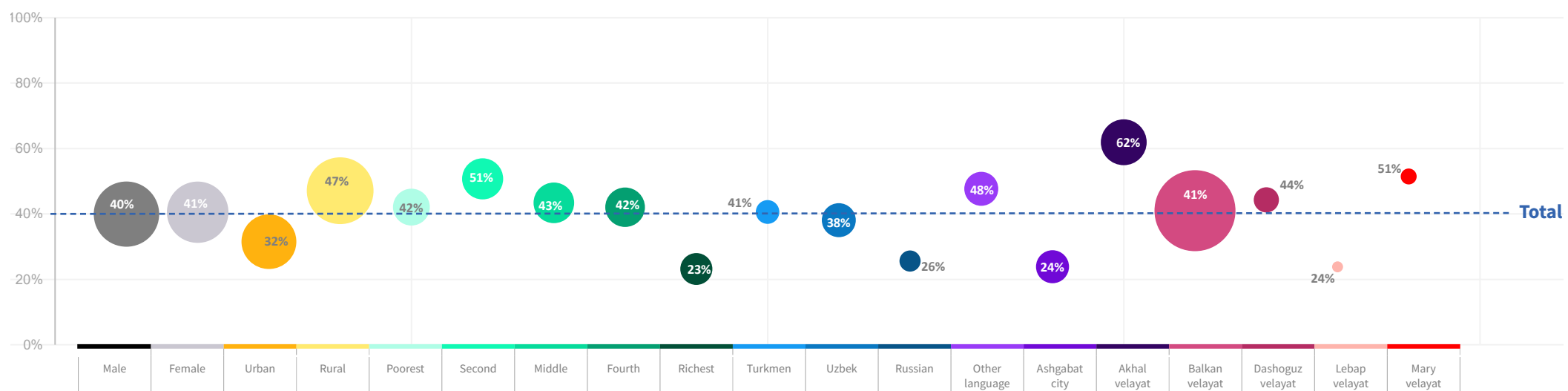


Figure 56 Headcounts and shares of children who do not have access to **computer**



Remote learning - Costing exercise

The table provides the costing to ensure all children in Turkmenistan have remote learning tools. The costing does not include other utility costs such as cost of electricity, data, batteries, or other components that may be incurred.

This costing can be expanded according to the needs of the country. For example, the costs of remote learning tools can change, or priority can be given to over tool depending on the context of the country.

-In Turkmenistan, expending internet access to children can cost-effectively reach more children

Table 5:

Cost estimation for expanding remote learning						
	Share of students* that do not have access to remote learning	Number of student* who do not have access to remote learning	Per unit cost (USD)**	Number of students to be reached to increase access by 1 per cent	Costing to increase access by 1 per cent	Costing to increase access to all students
Internet	53%	717,000	\$58.00	7,170.00	\$415,860.00	\$41,586,000.00
Computer	40%	554,000	\$150.00	5,540.00	\$831,000.00	\$83,100,000.00
Internet + Computer	25%	341,000	\$208.00	3,410.00	\$709,280.00	\$70,928,000.00

*Includes student in primary through upper secondary school

**Cost of internet is taken from the GIGA estimate, which measure the cost per student to be connected in school. Cost of internet and computer can be changed based on the local contexts





