

Tajikistan Life Skills Education

Promoting safety, health, and well-being education in schools throughout Tajikistan

Background

The Red Crescent Society of Tajikistan (RCST) has worked with local schools to provide education materials and activities on disaster preparedness, health, and water sanitation in several of its projects throughout Tajikistan. These school activities have provided a consistent entry point for expanding engagement with communities and multiplying impact for local resilience interventions.

Access [more background on relevant RCST programmes](#).

Goal

RCST wants to scale up the reach of life skills education in Tajikistan by partnering with the Ministry of Education, UNICEF, Save the Children, Mercy Corps and other interested organisations. Through this effort the goal is to reach and engage all of the schools in Tajikistan and their respective communities. In particular, RCST sees an opportunity to provide content and suggested activities to help teachers use the existing weekly “Education Hours” to provide a strong learning opportunity on safety, health, and wellbeing.

Rationale

As a world-wide leader in health and safety certifications, with millions of youth volunteers, the International Federation of Red Cross Red Crescent Societies (IFRC) has received requests from Ministries of Education in various countries to collaborate in developing and disseminating school safety and Life Skills content and learning opportunities for use in primary and secondary schools.



Source: Pierre Thiriet for Mercy Corps, https://ec.europa.eu/echo/blog/tajikistan-disaster-risk-reduction-begins-schools_en

RCST and its partner networks are uniquely positioned to:

1. Provide expertise to support the development of relevant safety and health content
2. Advocate jointly with Ministries and school districts to promote Life Skills and collective solutions on resilience
3. Connect local educators and local volunteers (through RCST ‘primary organisations’) to
 - a. link learning and action on resilience, using existing courses and community preparedness activities (e.g. First Aid, local assessments, family disaster plans, etc.)
 - b. review school safety and preparedness
4. Validate skills through existing certification programmes (e.g. for First Aid)

The Concept

Currently RCST connects with individual schools (highlighted in red) and integrates school learning activities with wider community resilience initiatives (e.g. in disaster preparedness and water, sanitation, and hygiene).

This concept explores working in partnership to engage teachers and students in the wider set of 4,000+ schools in Tajikistan.

National level

With the proposed project, RCST will work with the Ministry of Education, Ministry of Health and EMERCOM, and other partners to provide Life Skills content and activities on safety, health, and well-being to be disseminated and used throughout Tajikistan’s full network of schools.

District level

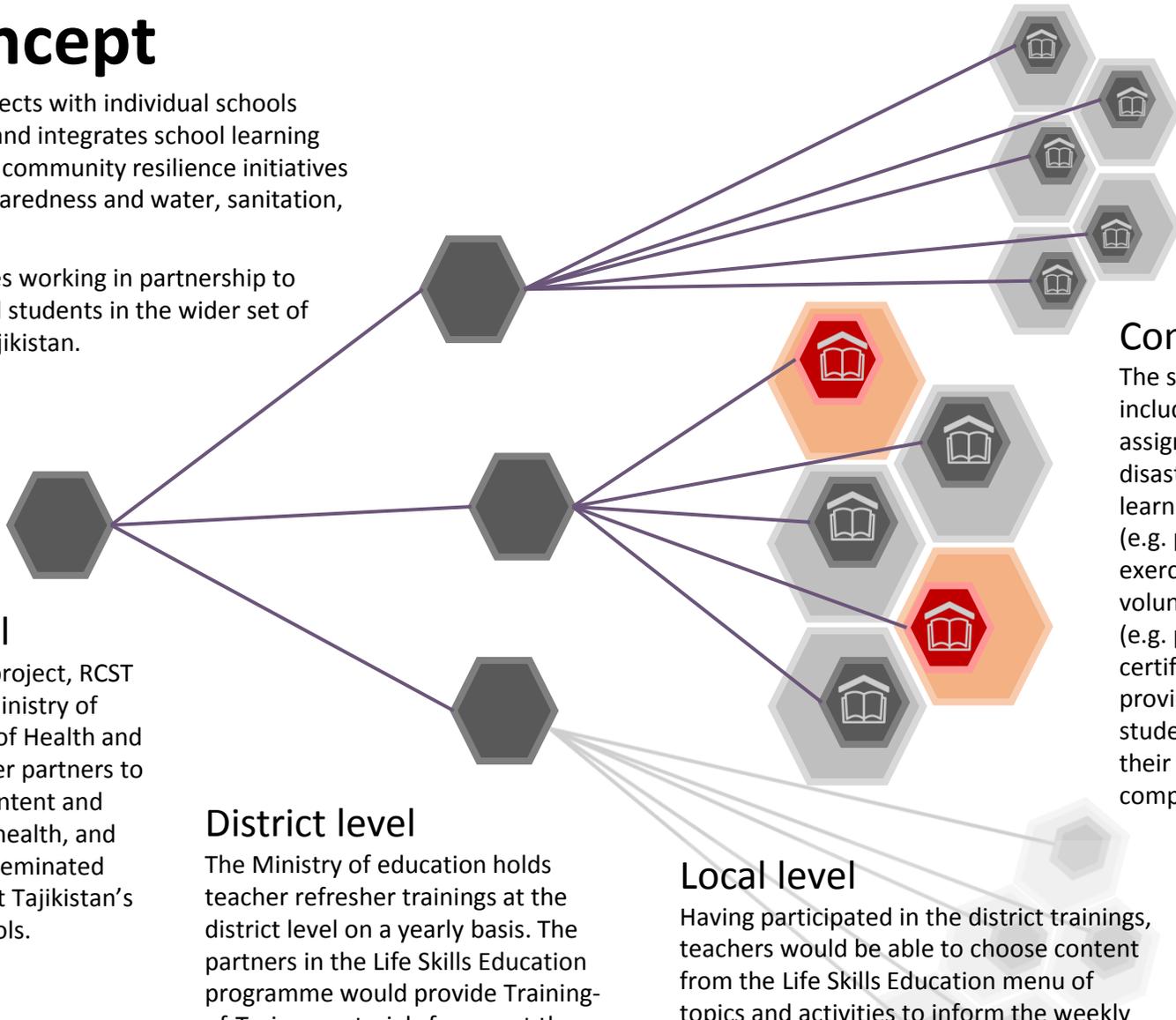
The Ministry of education holds teacher refresher trainings at the district level on a yearly basis. The partners in the Life Skills Education programme would provide Training-of-Trainer materials for use at the district trainings and provide facilitation services on request.

Local level

Having participated in the district trainings, teachers would be able to choose content from the Life Skills Education menu of topics and activities to inform the weekly “Education Hour” sessions held in Tajikistan’s schools. Teachers could also connect with local RCST branches or other partner organisations to include additional learning-by-doing activities in the sessions.

Community level

The student activities would also include age-appropriate homework assignments (e.g. to create a family disaster plan), opportunities for learning-by-doing in the community (e.g. participating in an assessment exercise with local RCST volunteers), or in class activities (e.g. participating in a First Aid certification class). These activities provide a way to multiply impact as students engage with others in their families and communities to complete the assignment.



The Details

Topics

The Life Skills Education programme would cover a range of topics:

- Humanitarian needs and principles
- Inclusiveness, conflict resolution (Youth as Agents of Behaviour Change)
- First aid
- Road safety
- Health, nutrition, and non-communicable diseases (Defeat NCDs link)
- Water, sanitation, and hygiene
- Disaster preparedness and climate change adaptation
- Home economics for safety and health

Source: Save the Children, [Central Asia programme site](#)

Local activities

Classroom

- Lectures based on provided content
- Classroom-based activities
- Tests (to demonstrate knowledge and skills)
- Competitions (drawings, essays, First Aid skill demonstration)

School

- Establishment of School Disaster Management Team (linked to Local Disaster Management Committee / RCST Primary Organisation)
- Review of school disaster plan as well as evacuation plan and signs
- Provision of disaster preparedness materials (e.g. fire extinguishers)
- Creation of Information boards and other communication materials
- Drills and simulations

Community (passing knowledge and action from children to families)

- Homework assignments with family (e.g. creating family disaster plan)
- Learning-by-doing with RCST volunteers in community (e.g. First Aid classes, community risk and vulnerability mapping)

National organising activities

A multi-stakeholder partnership will be developed among the participating organisations to guide a joint strategy at national and district levels to leverage existing service training and dissemination mechanisms (e.g. through the Ministry of Education) to train teachers and students.

Background on Life Skills Education

The need for Life Skills education is explicitly recognized in the UN Convention of the Rights of the Child and have been a core elements of the IFRC's [Youth as Agents of Behaviour Change](#) programme. Life Skills curricula are an interactive educational method used to empower young people to address challenging situations in everyday life and include three broad categories of skills:

1. **Cognitive Skills** – to analyse and use information
2. **Personal Skills** – to develop personal agency and manage oneself
3. **Inter-Personal Skills** – to communicate & interact with others

Core education – life skills learning – resilience action

To better link learning and action on resilience, the proposed initiative will connect youth, schools, and community in a joint model for action, supported by organisational partners in their respective areas of strength:

