

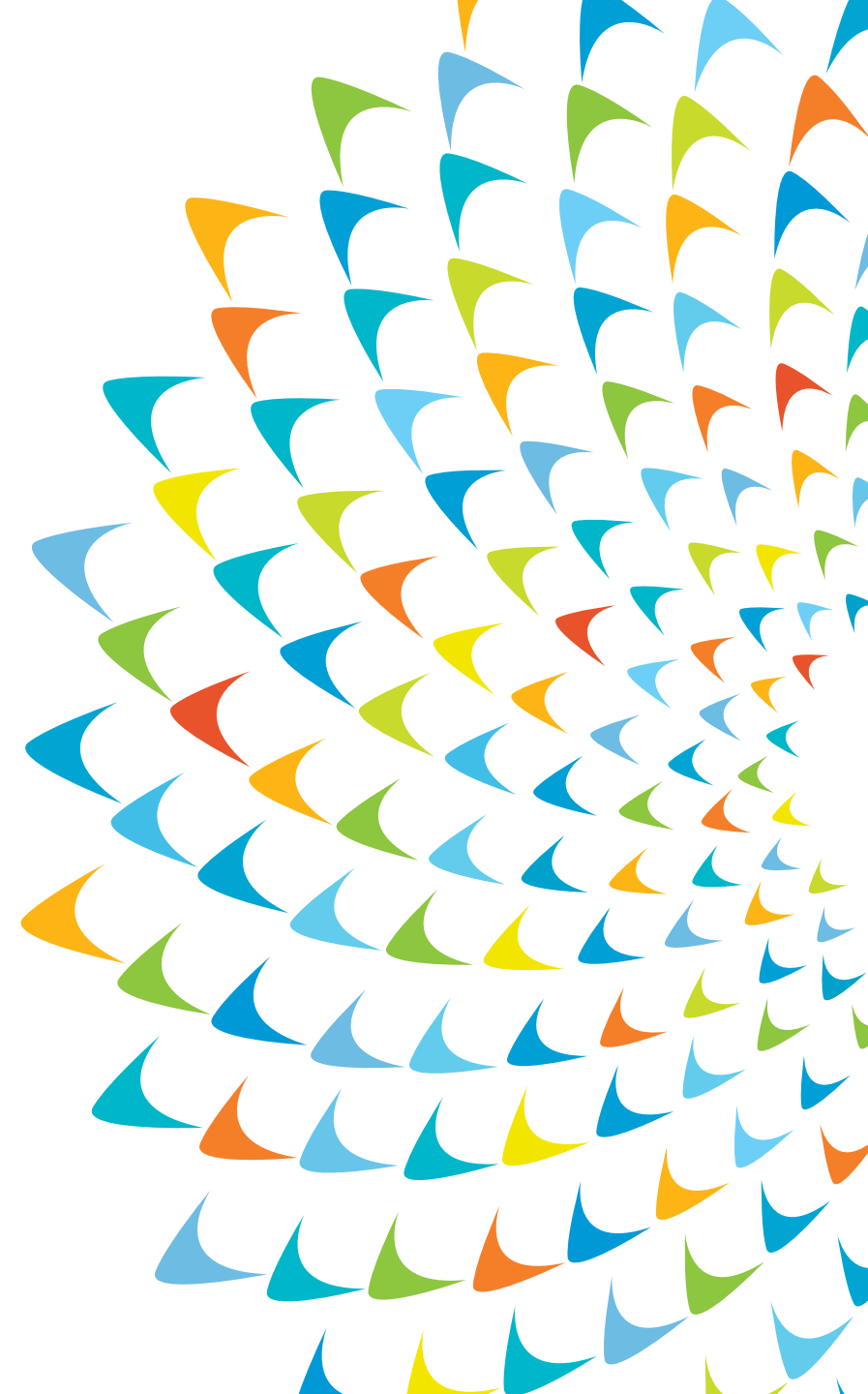


TVET in Six CAREC Member Countries: Policy, Challenges and Cooperative Demand

Final Workshop for TA 9889

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Outline

Different stages of social development

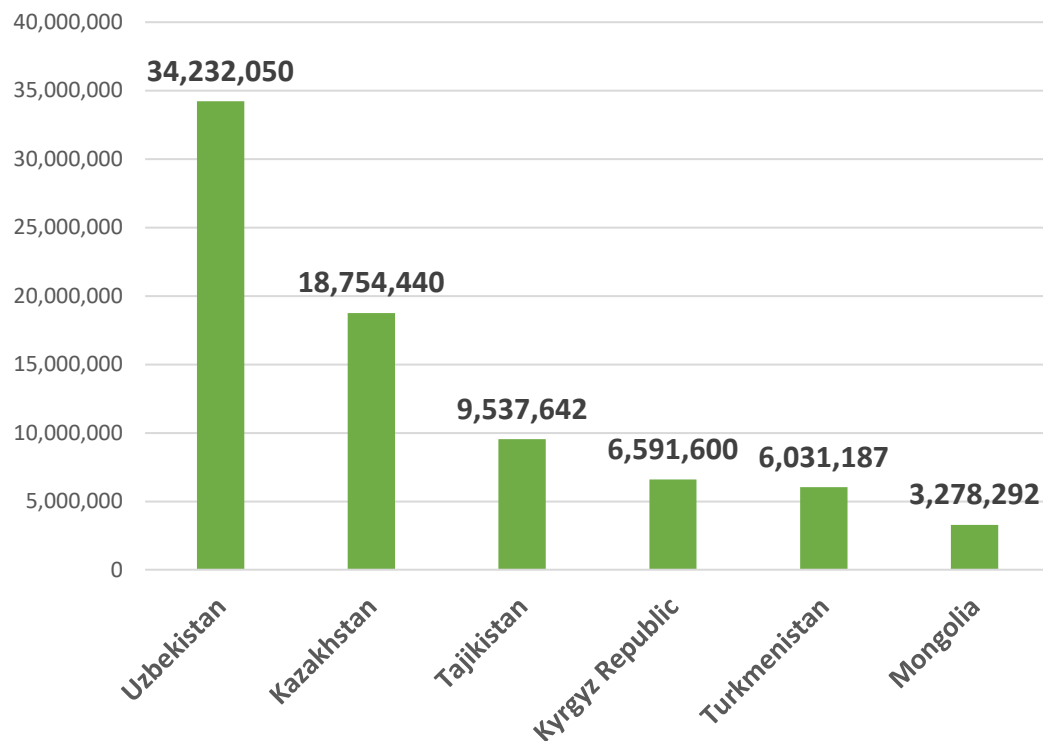
Similar TVET positioning

Problems and Challenges of TVET
Development

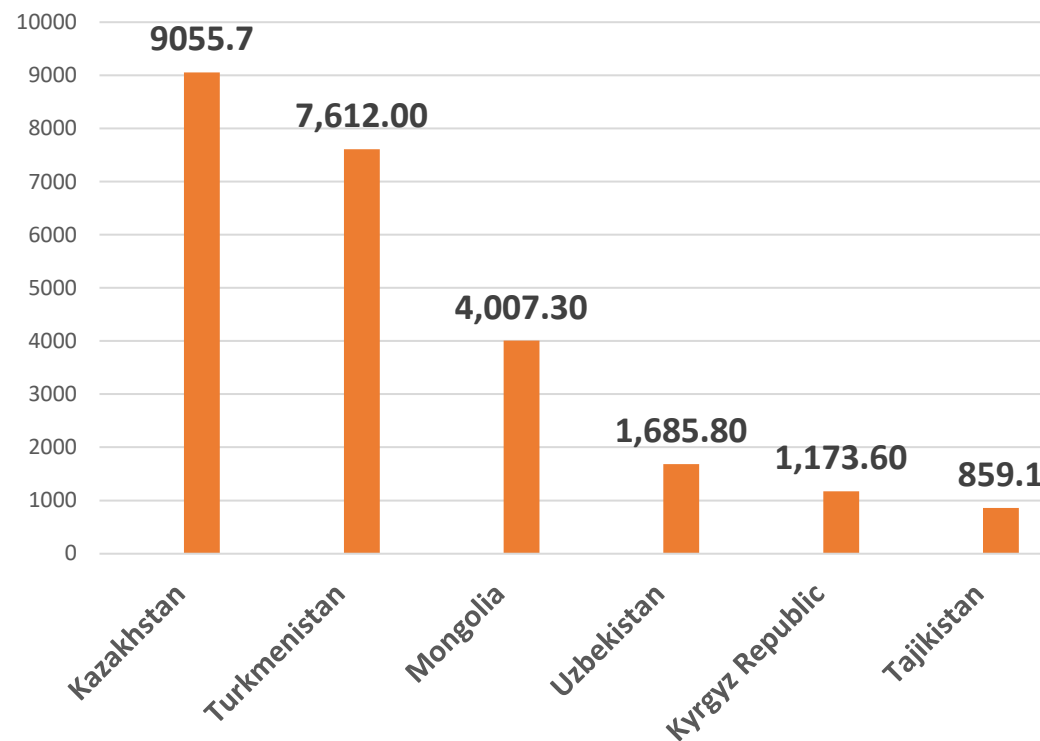


Basic situation in Six CAREC Member Countries

Population, total - Kazakhstan, Kyrgyz Republic, Mongolia, Tajikistan, Turkmenistan, Uzbekistan, 2020



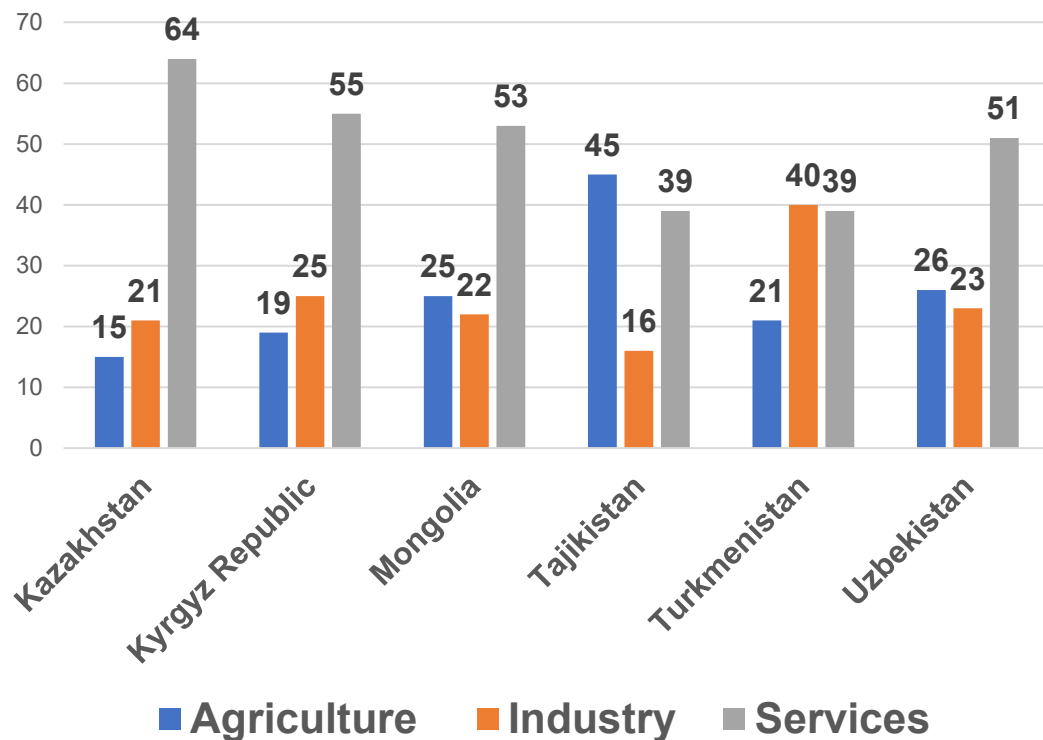
GDP per capita (current US\$) - Kazakhstan, Kyrgyz Republic, Mongolia, Tajikistan, Uzbekistan, 2020, Turkmenistan (2019)





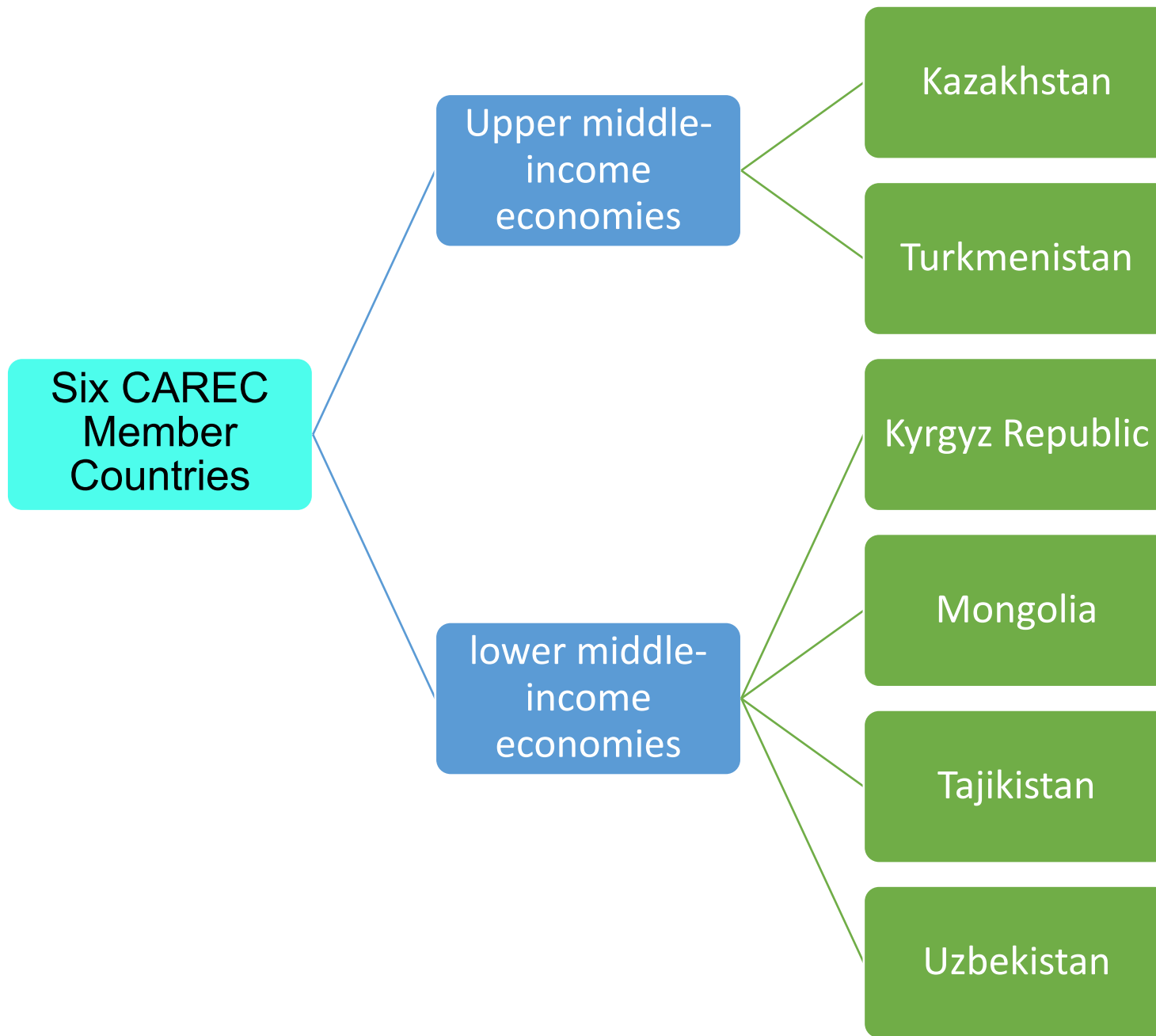
Employment and Unemployment Situation

Employment in agriculture, industry, and services (% of total employment), 2019



Unemployment rate % of some CAREC 6 countries (2020)

Countries	Unemployment rate %
Kazakhstan	6.0
Kyrgyz Republic	7.9
Mongolia	4.3
Tajikistan	7.5
Turkmenistan	4.4
Uzbekistan	6.0



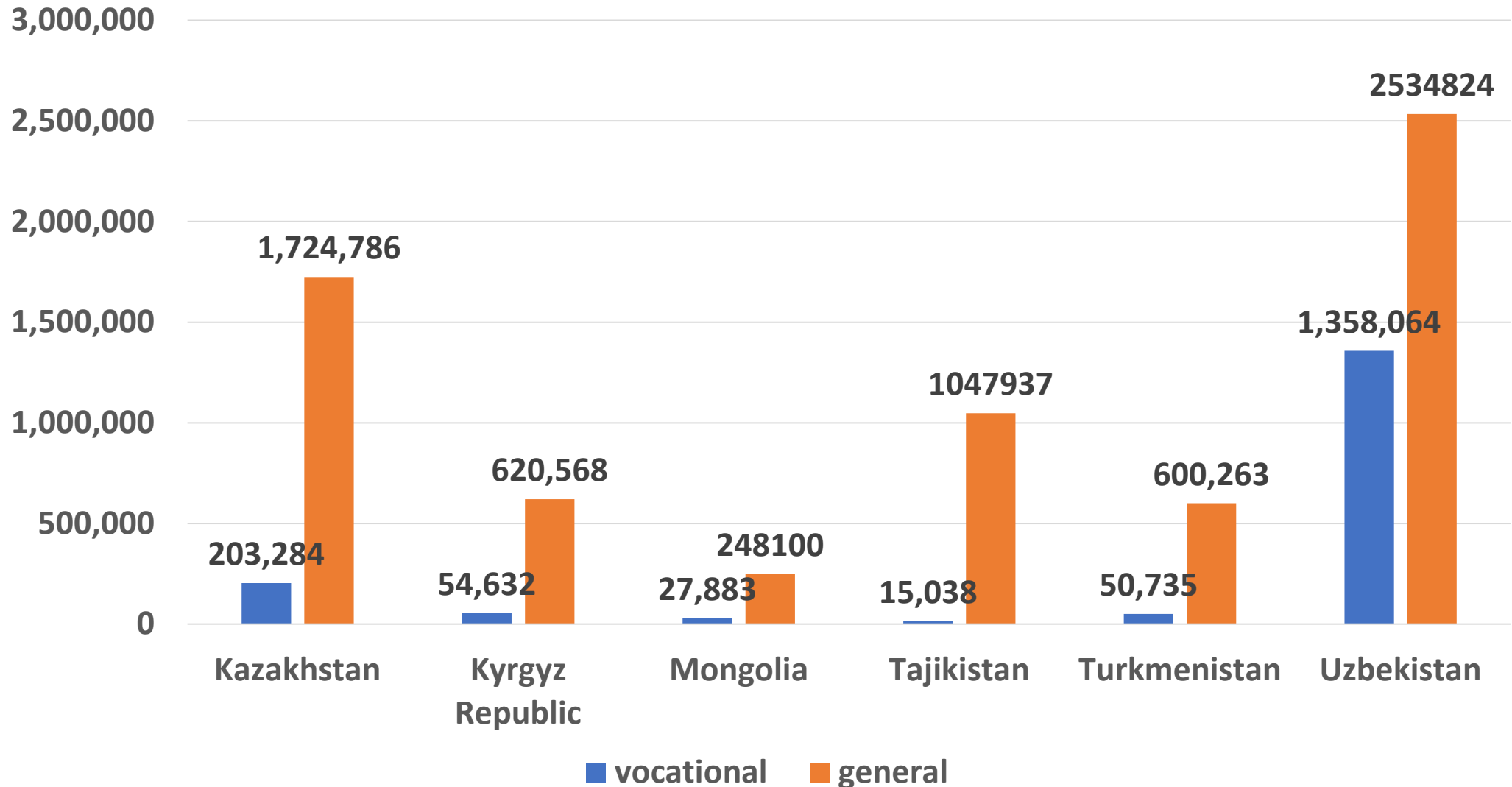


Key policy documents relating to the development of the vision for TVET in the national systems of the CAREC 5 countries

- Kazakhstan
 - Kazakhstan 2050 Strategy (2012)
 - Roadmap for the Implementation of a Dual Education System (2014)
 - Roadmap for Employment 2020 (2015)
 - State program «Digital Kazakhstan» was approved by the decree of the Government of the RK № 827 dated from 12.12.2017
 - Digital Kazakhstan, 2018
 - Law of the RK «On Education» (with amendments and additions as of April 19, 2019)
- Kyrgyz Republic
 - Concept for the Development of Education in the Kyrgyz Republic (2012)
 - Education Development Strategy 2012–20 (2012) and corresponding medium-term action plans (2012–15, 2016–17)
 - National Sustainable Development Strategy for the Kyrgyz Republic 2013–17 (2013)
- Tajikistan
 - National Strategy for the Development of Education of the Republic of Tajikistan to 2020 (2012)
 - National Development Strategy of the Republic of Tajikistan for the period up to 2030 (2016 draft)
- Uzbekistan
 - National Program for Personnel Training (1997)
 - Uzbekistan Education Sector Plan 2013–17 (2013) and corresponding action plans
 - Welfare Improvement Strategy 2013–15 (2013)
 - Development Strategy 2017–20 (2017)
- Mongolia
 - “VISION-2050” LONG-TERM DEVELOPMENT POLICY OF MONGOLIA
 - Sustainable Development Vision of Mongolia-2030
 - Government Action Plan (2016-2020)
 - National Program on TVET and Training (2016-2021)



Students in secondary education





Weak Labor Market Information Service System

First, these labor market information systems lack qualitative and forward-looking information.

Second, lack of internet-based information system for labor market.

Third, it is difficult to translate labor market information into decision-making.



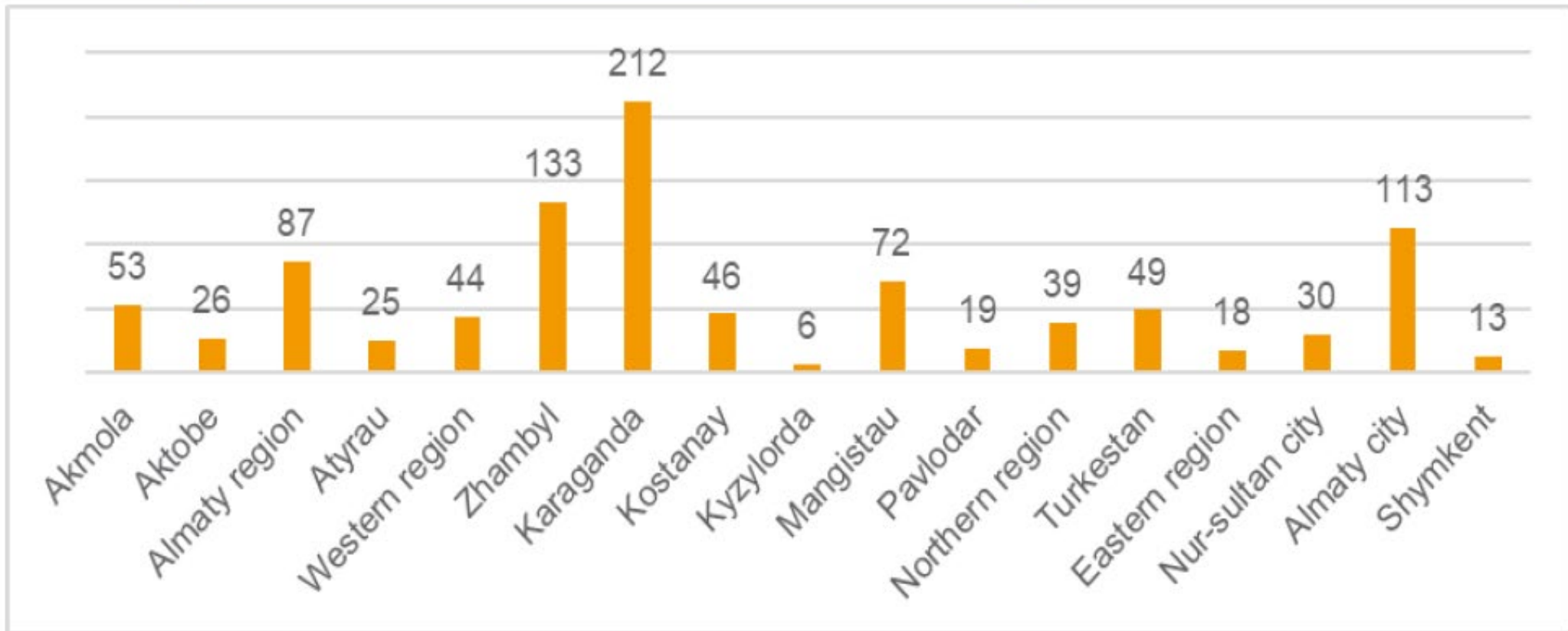
The Capability of TVET Teachers is not Strong

Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan also face difficulties in attracting and retaining TVET teachers with sufficient practical experience due to the medium to low wages and limited career development opportunities.

Mongolian TVET teachers also had the problem of lack of technical and vocational skills and experience.

the principals of most TVET institutions had little industry and enterprise experience and the ability to develop and manage TVET courses in cooperation with employers, industries, industries and professional associations

Shortage of teachers and trainers in TVET (2018) in Kazakhstan



Source: Ministry of National Economy of Kazakhstan as quoted in the national report of Kazakhstan, 2020: D.2.1.




Difficulties in Realizing Practical Training in Enterprises

Many students' practical training is usually carried out in workshops at vocational colleges

Interaction with small and medium-sized enterprises, especially micro and small enterprises, which also often lack the necessary staff and equipment to carry out work-based learning

According to a 2013 survey, only about 20% of TVET programs and courses in Mongolia were equipped with sufficient training equipment and facilities



Different in Development of National Qualification Framework System

Kazakhstan has begun to implement NQF;

The Kyrgyz Republic has carried out legislation and testing for various aspects of NQF;

Tajikistan is in the process of developing its NQF and legislating for some aspects;

Uzbekistan is revising its NQF to integrate some features of the tariff qualification system.



Insufficient Funds for TVET

- **Expenditure of the State Budget on Public and Social Services (billion Manats)**

	2011	2012	2013
Education expenses Total	2 849.9	3 569.6	4 820.6
Preschool education	626.7	858.1	1071.8
Elementary and general secondary education	1 611.5	1 915.5	2 652.6
Secondary VET	33.7 (1.2%)	34.3 (0.96%)	42.6(0.88%)
Higher education	207.9	247.3	297.9
Other	370.1	514.4	755.7



Lack of High-quality ICT Education

Facts

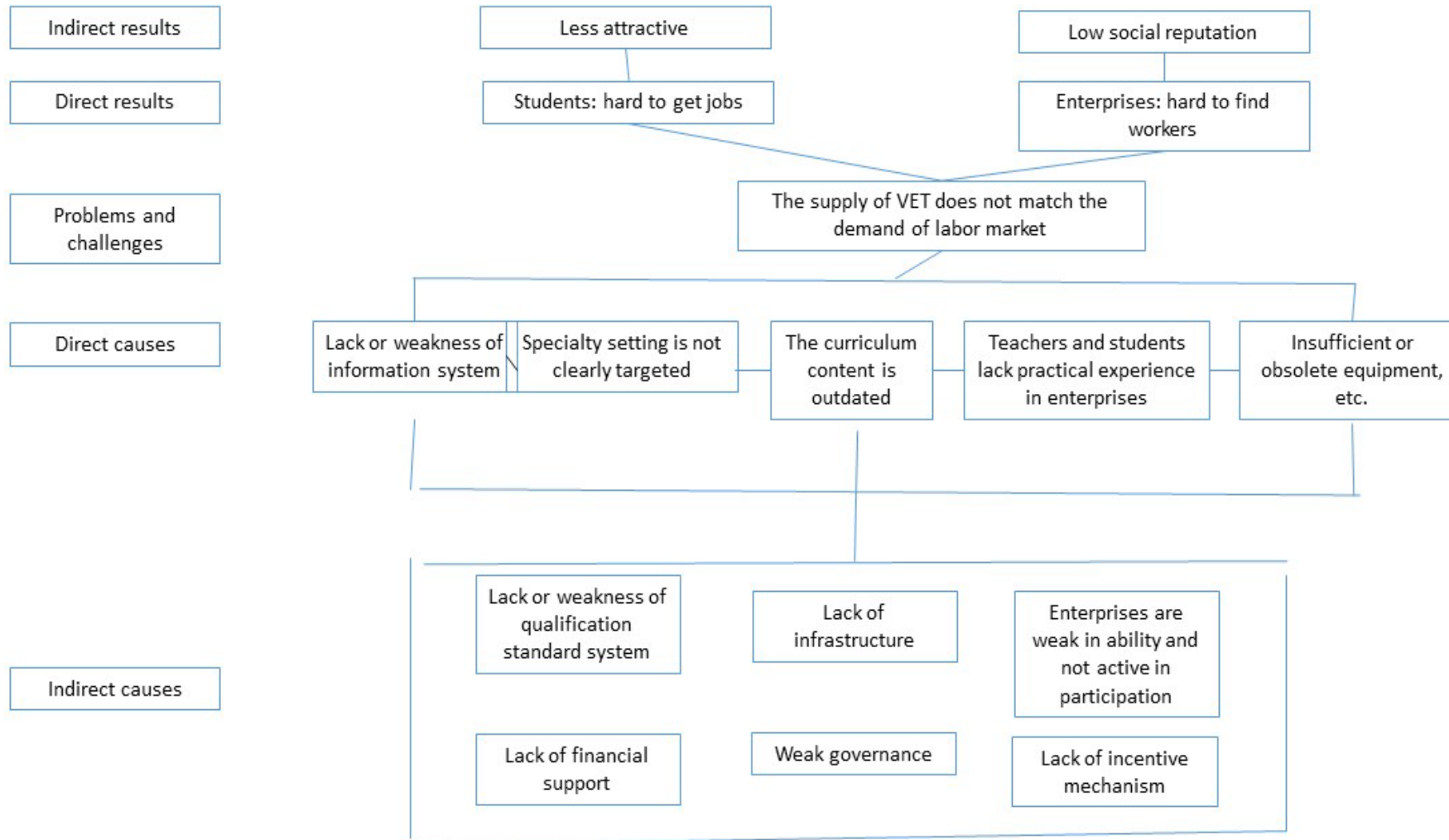
- low level, basic ICT skills, largely absent from TVET classes
- little use of ICT in the teaching of technical subjects and skills under TVET programs

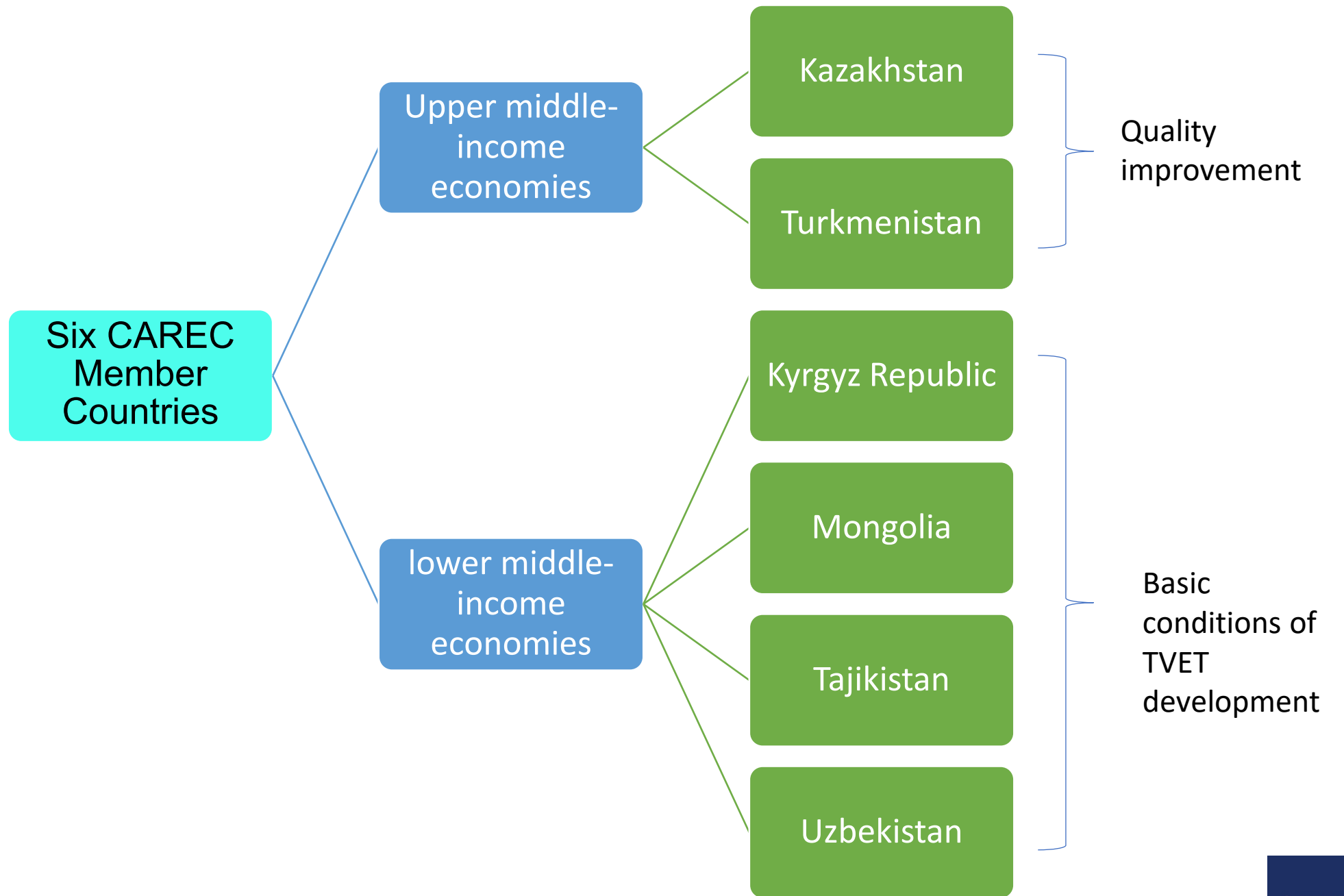
Reasons

- acute shortage of teaching staff with enough knowledge of ICT
- gap existing between the education and training system and the ICT sector
- lack of funding



The problem tree of VET in Central Asian countries







Thank you.

