

A DONORS' VIEW OF THE KYRGYZ VOCATIONAL EDUCATION SYSTEM

Bishkek, 2007



Форум образовательных инициатив



Swiss Association for International Cooperation



Education and Culture

Tempus

This document has been developed with the participation of collaborators of the following donor agencies and projects: Asian Development Bank (ADB), Eurasia Foundation of Central Asia (EFCA), European Training Foundation (ETF), Forum for Educational Initiatives, German Technical Cooperation (GTZ), Helvetas (Swiss Association for International Cooperation), International Labour Organisation (ILO), Intercooperation, InWent, Tempus, United Nations Development Programme (UNDP), USAID, University of Central Asia, World Bank Rural Education Project.

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Abbreviations

CIS	Commonwealth of Independent States
EU	European Union
KAB	Know About Business (Training package developed with the support of ILO)
NGO	Non-governmental organization
PVE	Primary Vocational Education
SAVE	State Agency for Vocational Education
SVE	Secondary Vocational Education
VET	Vocational Education Training



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Bishkek, 28 February 2007

To Whom It May Concern

This is to certify that I, the undersigned, have read the document "*A Donor's View of the Kyrgyz Vocational Education System*" produced by the VET Roundtable.

The Eurasia Foundation of Central Asia, Bishkek office, endorses and supports the ideas, concepts and sentiments expressed in this report.

I also wish to confirm that Eurasia Foundation of Central Asia will support the implementation and realization of the vision expressed in the report in whatever way it can and to the extent that it can.

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02/03/2007

To Whom It May Concern

This is to certify that I, the undersigned, have read the document "*A Donor's View of the Kyrgyz Vocational Education System*" produced by the VET Roundtable.

The Forum for Educational Initiatives wholeheartedly endorses and supports the ideas, concepts and sentiments expressed in this report.

I also wish to confirm that Forum for Educational Initiatives will support the implementation and realization of the vision expressed in the report in whatever way it can and to the extent that it can.



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This is to certify that I, the undersigned, have contributed to and read the document "A Donor's View of the Kyrgyz Vocational Education System" produced by the VET Roundtable.

The GTZ (German Technical Cooperation) project "Promotion of a demand – oriented network for vocational further training" wholeheartedly endorses and supports the ideas, concepts and sentiments expressed in this report.

I also wish to confirm that we will support the implementation and realization of the vision expressed in the report in whatever way we can and to the extent that we can.

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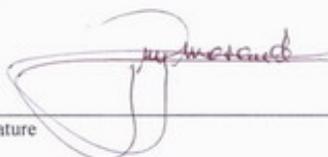
16/02/2007

To Whom It May Concern

This is to certify that I, the undersigned, have read the document "*A Donor's View of the Kyrgyz Vocational Education System*" produced by the VET Roundtable.

Helvetas (Swiss Association for International Cooperation) wholeheartedly endorses and supports the ideas, concepts and sentiments expressed in this report.

I also wish to confirm that Helvetas (Swiss Association for International Cooperation) will support the implementation and realization of the vision expressed in the report in whatever way it can and to the extent that it can.


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To Whom It May Concern

The International Labour Organization Subregional Office for Eastern Europe and Central Asia (Moscow) has reviewed the document "*A Donor's View of the Kyrgyz Vocational Education System*" produced by the Vocational Education Training Roundtable.

ILO endorses the results of the Roundtable discussions which are shedding additional light on the challenges and obstacles for strengthening and improving the VET system in Kyrgyzstan. ILO also shares, by and large, the underlying ideas and approaches of this document.

ILO is by all means supporting the work on the VET in Kyrgyzstan: it has been active in this field and is committed to continue its work therein, notably because the country has adopted the ILO's KAB approach and has taken the initial steps in introducing the modular skills training. The ILO is pleased to participate in the Roundtable discussions and donor's cooperation.

On the other hand, as a international advisory agency ILO perceives its role as providing information and international experience on best practices, consultations and recommendations to the constituents to enable them to make well-informed choices and to support them technically within their choices.

In compliance with its role and mandate, the ILO would like to reiterate its full commitment to continued participation in the group work, coordination and cooperation, as well as to support to the ongoing and future cooperation in the field of VET in Kyrgyzstan, without committing itself to all detailed statements and views expressed in the document.

In view of the above, I also wish to confirm that ILO will provide support in all areas that lead to the improvement of VET system in Kyrgyzstan.


Wiking Husberg
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26/02/2007

To Whom It May Concern

This is to certify that I, the undersigned, have read the document "*A Donor's View of the Kyrgyz Vocational Education System*" produced by the VET Roundtable.

Intercooperation (Swiss Foundation for Development and International Cooperation) wholeheartedly endorses and supports the ideas, concepts and sentiments expressed in this report.

I also wish to confirm that Intercooperation will support the implementation and realization of the vision expressed in the report in whatever way it can and to the extent that it can.



Signature _____

Name _____

Representative of Intercooperation in the Kyrgyz Republic

Title _____



Tempus



Education and Culture

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This is to certify that I, the undersigned, have read the document "*A Donor's View of the Kyrgyz Vocational Education System*" produced by the VET Roundtable.

The National Tempus Office wholeheartedly endorses and supports the ideas, concepts and sentiments expressed in this report.

I also wish to confirm that the National Tempus Office will support the implementation and realization of the vision expressed in the report in whatever way it can and to the extent that it can.

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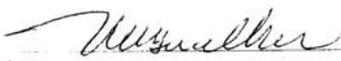
12/05/2007

To Whom It May Concern

The United Nations Development Programme (UNDP) supports the Government of the Kyrgyz Republic in its efforts to modernise the Kyrgyz Vocational Educational System. Since 2004 UNDP with the support of the Government of Norway has been implementing the Vocational Education for Street Children Project, which seeks to contribute to the efforts of the Kyrgyz Government and civil society in poverty reduction and increased life-quality through the establishment of vocational education courses for vulnerable children in vocational schools.

UNDP would like to express its entire support to the document “*A Donor’s View of the Kyrgyz Vocational Education System*” produced by the VET Roundtable, and wholeheartedly endorses and supports the ideas, concepts and sentiments expressed in this report.

I also wish to confirm that UNDP will support the implementation and realization of the vision expressed in the report within its country programming framework.


Signature


Name


Title

12/03/2007

To Whom It May Concern

This is to certify that I, the undersigned, have read the document "*A Donor's View of the Kyrgyz Vocational Education System*" produced by the VET Roundtable.

I wholeheartedly endorse and support the ideas, concepts and sentiments expressed in this report.

I also wish to confirm that I will support the implementation and realization of the vision expressed in the report in whatever way I can and to the extent that I can.



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A DONORS' VIEW OF THE KYRGYZ VOCATIONAL EDUCATION SYSTEM

1. EXECUTIVE SUMMARY

This paper summarizes the perceptions of donor agencies concerned with vocational education training (VET) in the Kyrgyz Republic and presents a number of recommendations for strengthening and improving VET as an essential component of the educational continuum.

The content of this paper provides an overview of the vocational training system in the Kyrgyz Republic, and defines and describes the current Kyrgyz VET system, including its original social and economic purposes and its role within the education and labor sectors. While the system of vocational training is currently being reformed, VET schools lag far behind private providers in the modernized training and re-training of skilled laborers.

This paper further describes the challenges facing the VET system from the view of major donors working in the vocational education and training sector, particularly its limited relevance to labor market demands in terms of skill shortages and quality assurance mechanisms; the lack of linkages to the private sector; the lack of a clear vision or strategy for its future development; and its limited financial and human resources. The paper defines the 10 key criteria intrinsic to vocational education systems of advanced economies all over the world and then describes the transitional steps made by the Czech Republic, Estonia, and Kazakhstan which have improved their VET systems into valuable tools for making their economies modern and competitive.

After describing the challenges faced by the Kyrgyz VET system, the paper then outlines the necessary reforms to develop a competitive and market-oriented VET system, and the core issues from a donor's perspective, including adjustments to VET training, structure, financing, curricula, qualification system, and capacity building components.

Some of the key recommendations that have been prioritized are

- The VET system should be implemented following a market-oriented approach, designed on market principles, and utilizing market tools, such as incentives to employers and schools to enhance development;
- The VET system should also target public interests, such as youth and at-risk populations, and set benchmarks for schools to combine professional skills education with on-the-job-training;
- Business, industry and labor organizations must play an active role in the development of curriculum and the assessment of skills, and linkages with industry need to be strengthened through job placements and apprenticeships;
- The VET system needs to be given equal status in government budgeting, on a par with other educational systems, and ideally be administered by one agency;
- It is imperative that the system is decentralized, particularly in state financing, with improved budget allocations for disadvantaged schools, teacher salaries, and funds for infrastructure repairs and training;
- A national qualification system needs to be developed that should be open, transparent, and flexible to the needs of the labor market; and
- Instructional staff, facilities and equipment need to be revitalized and strengthened, with programs based on training needs, and improved social partnerships with VET institutes, employers, and workers organizations.

This document represents the consensus opinions of the 15 agencies involved in its development. Its members include more than half-dozen nationalities including representatives of both national and multinational economic development and educational organizations involved in the improvement of vocational education.

2. INTRODUCTION

This document provides an informal summary of

1. the state of vocational education and training (VET) in the Kyrgyz Republic,
2. a vision of what the system could look like in the future, and
3. some alternatives that might be pursued to realize this vision.

The main objectives of this paper are to develop and support debates among donor organizations that provide assistance in the area of VET in order to prioritize the allocation of their assistance and to improve the impact of funding for the VET system in the Kyrgyz Republic. It is also anticipated that this document would serve as an informative and useful tool for the Kyrgyz Republic stakeholders and policymakers working in the area of vocational education and training. The document provides the vision of international donors for the current system of VET in the Kyrgyz Republic and gives recommendations on how to improve this system from the perspective of international good practices and lessons learned.

This paper was prepared as a result of a series of Roundtables on Vocational Education Training. The Roundtable comprises representatives from international organizations and agencies working on VET in the Kyrgyz Republic. The members of the Roundtable include organizations that provide VET directly, promote policy reform, or technically and/or financially support Kyrgyz VET providers. Collectively, the Roundtable represents a broad coalition of organizations in the Kyrgyz Republic with international experience and expertise in the field of VET. After two years of collecting information and meeting with VET providers, private employers, and government ministries, the members of the Roundtable agreed to summarize what they have learned and apply their experience producing a document that reflects a shared perspective.

Because the Kyrgyz Republic has a relatively limited natural resource base, it needs to prioritize improvements in the skills of its workforce, so that the economy becomes competitive in the international marketplace. The members of the Roundtable feel that changes in the global economy make this an opportune time for urgent investments in and policy reform of VET in the Kyrgyz Republic.

3. WHAT IS VOCATIONAL EDUCATION AND TRAINING?

Understanding of VET by the members of the Roundtable

VET aims to prepare people for work and also for all aspects of the social, economic and technical environment rather than merely passing on task-specific skills. VET refers not only to task-specific practical instruction, but also to a broader and more transferable type of learning which is required for continuing effectiveness in the work role and during the whole of an individual's working life.

As a system, VET is usually expected to prepare people for a working career. The purpose of vocational education and training has the specific outcomes of:

1. enabling learners to acquire the broad repertoire of knowledge and skills necessary to enter an occupation – the purpose of initial vocational education and training
2. providing opportunities for people to update, add to, upgrade or change their occupational skills and qualifications – the purpose of continuing vocational education and training.

These outcomes may be met within the education system, or by more specialized provision (such as induction training, job training, management training, team training, training in problem solving, training in a particular new technology or technique) from the private or public sectors of the training market, whether supported or subsidized by the state or not.

Vocational education can be contrasted with education in the broader scientific field where the focus is on theory and abstract conceptual knowledge; the general characteristic of tertiary education. Vocational education can be at the secondary or post-secondary level and can interact with the apprenticeship system. At the post-secondary level, vocational education is typically provided by an institute of technology, or by a local community college. While vocational education is increasingly being accorded recognition and partial academic credit towards tertiary education (e.g. at a university), usually in the form of recognition for prior learning, it is rarely considered to fall within the traditional definition of higher education.

Until the end of the twentieth century, vocational education focused on specific trades, such as automobile mechanic or welder, and was considered appropriate for the educational development of the lower social classes. As a consequence, it had a degree of stigma associated with it. However, as the labor market has become more specialized, economies are demanding people with more and specialized skills and governments and businesses are increasingly investing in the future of vocational education through publicly funded training organizations and subsidized apprenticeship or traineeship initiatives for businesses.

The current situation of the Kyrgyz VET system

In Kyrgyzstan the formal VET system is divided into three levels, Primary Vocational Education, Secondary Vocational Education, and Higher Vocational Education.

Basic data on VET¹

	PVE- vocational lyceums	SVE- Technicums and colleges	Total
Number of VET schools	112	72-public, 6-private	190
Total student enrolment	26,390	35,580	61,970
New students admitted	14,555	15,705	30,260
Students graduated	14,147	8,800	22,947
Number of teaching staff	3,166	3,225	6,391

From 1994 until the beginning of 2007 Primary Vocational Education (PVE) has been under the jurisdiction of the Ministry of Labor and Social Protection of the Kyrgyz Republic. Since February 2007, PVE is under the jurisdiction of the State Agency for Vocational Education. Secondary Vocational Education and Higher Vocational Education are under the jurisdiction of the Ministry of Education and Science. It is one of the bases of social and economic development and improvement and is an integral part of the system of continuous education. The Ministry of Education and Science is involved in PVE insofar as it defines the requirements for the general education subjects to be included in the curriculum.

The Primary Vocational Education system comprises a network of centers that covers all regions of the country. Currently there are 112 vocational education institutions. Included in this number are 93 vocational lyceums, 10 vocational schools (“professionalnye uchilisha”), 7 special vocational schools under penitentiary institutions, 1 specialised school for convicted youth, and the Industrial-Pedagogical Vocational Technicum in Tokmok. Of the 112 vocational education institutions, 64 are located in rural areas. 73 schools are financed from the national budget and 39 through rayon budgets.²

There are 78 Secondary Vocational Educational institutions - the technicums and colleges. Seventy two of these are under the jurisdiction of the Ministry of Education and Science of the Kyrgyz Republic and 6 of them are private. The rest are managed by other ministries and governmental agencies, such as the Ministry of Agriculture, the Ministry of Health and the State Committee on Construction.

In 2007, 29,897 students registered in primary vocational education institutions. A comparable number of students are enrolled in secondary vocational education institutions. In 2003/04, of the 22,767 students who studied in primary vocational schools financed directly from the National budget, 18,595 students were supported by the State while 4,172 students studied on a contract basis and paid tuition fees. In the primary vocational schools financed through the local budget, 6,930 students were supported by the budget and only 200 students studied on a contract basis. The students are taught by more than 3500 teachers and masters working in Primary Vocational Education (PVE) and about the same number of

¹ Source: Communication with Department of Primary Vocational Education; Ministry of Social Protection and Labour Data for the school year 2003/04.

² Source: Annual Report on Enrolment of the Department of Primary Vocational Education. Data as on January 1, 2007.

teaching staff in Secondary Vocational Education. 74.5 % of these staff work full-time with the remaining 25.5 % are engaged on a part-time basis.³

The age for entering PVE is usually determined by the requirement that a person must have completed 9 or 11 years of general education. Students at the age of 16 years who have completed the 9th grade of general education are generally enrolled in educational programs of two or three years duration. Those who have completed the 11th grade of general education usually undertake a 1 year program.

The PVE schools have educational programs covering more than 155 professions. The introduction of the market economy, which was associated with an increase in self-employment as well as in hidden unemployment in the agricultural sector, required a revision of the list of these professions to better reflect the changed needs of the labor market. The following professions have been identified by the Ministry of Education and Science as priority professions⁴, small business entrepreneur, merchant, manager, office manager, secretary, farmer, hotel administrator, travel agent, IT repair specialist, computer typist. From the beginnings of the 2003 and 2004 academic years, secondary vocational schools have been offering programs covering 25 professions. Non-state secondary vocational schools deliver training in a limited number of specializations, pedagogy, economics and management, processing technology, humanities and social sciences. Only 2.4 % of the total number of students is trained in these institutions.

VET is also provided by private training providers through programs of non-formal education. NGOs, private training organizations, specialized professional organizations and individual trainers, including external international experts, act as training providers. The Ministry of Education and Science has a system of registering private training providers. The duration of training in NGO programs is from one day to one week, while in specialized training organizations it is from several weeks to several months. Training in the non-formal education sector seeks to develop market skills and knowledge (business administration, including farming and agribusiness) and vocational skills (that is, skills in traditional crafts, the service sector and industrial skills).

VET schools, lag far behind private providers, but also deliver some non-formal educational services to the population. These services include training and re-training of the unemployed, training for enterprises, and training young entrepreneurs in business incubators.

It needs to be noted that vocational training can play a role in social safety by providing citizens with the skills for self-employment or increase employability.

The system of vocational education is currently being reformed. The bases for this reform are the "Action Plan of the Kyrgyz Republic Vocational Education System Reforms till 2010" for Primary VET, the "State Program for the Development of Secondary Vocational Education and Training in the Kyrgyz Republic for the period 2005-2010", and the "Action Plan for Reforming the System of Secondary Vocational Education in the Kyrgyz Republic for 2005-2010". The outcomes of the reforms should be the establishment of a modern system of vocational education, resulting in increased employment for adults, a reduction in poverty and unemployment for socially vulnerable groups of the population and an increase in labor production and labor competitiveness.

³ Source: Annual Report on Enrolment of the Department of Primary Vocational Education. Data as of January 1, 2007

⁴ Source: Overview of Secondary Vocational Education in Kyrgyzstan prepared by the Ministry of Education of the Kyrgyz Republic in 2004

4. CURRENT CHALLENGES FOR THE KYRGYZ VET SYSTEM

The Kyrgyz VET system is faced with many challenges. Urgent action is needed. As time passes vocational school facilities, human resource capacity and the reputation of vocational education with the general population all deteriorate. Schools are struggling to adapt to the needs of a quickly changing labor market and are, with few exceptions, barely capable of satisfying the training needs of rural and urban youth in trades such as farming or construction, which are crucial for the economic development of Kyrgyzstan.

Where the challenges are – the donors' views

The following section outlines the main challenges faced by the VET system as seen from the view point of the major donors working in the vocational education and adult (re-) training sector:

VET has a limited relevance to labor market demands and requirements.

This can be seen from the skills gaps, the shortages and mismatch between skills required and skills available, excess training for some occupations and limited coverage of some target groups. Such a situation is caused by both external and internal factors.

One of the major reasons for this mismatch is the lack of links with employers. As a result there is a lack of information about labor market demands and requirements and a shortage of additional resources from employers. There are no clear policies or implementation mechanisms to achieve relevancy to labor market demands and requirements.

The system itself is quite inflexible, dominated by vertical decision making, old-type resource allocation and use. It has outdated infrastructure, poor teacher training resources and methods and outdated and inefficient management. There are no quality assurance mechanisms. In addition, there are no conditions in place for continuous vocational education, with recognition of prior learning and experience.

The labor market is still under-developed and key market forces, such as employers' organizations, are not actively involved in VET, with the result that vocational schools fail to provide appropriate and market-oriented formal and non-formal education services for adults and out-of-school youth

Stakeholders in the labor market, especially those in the private sector, are rarely involved in VET (e.g. through apprenticeship systems and the like) and schools are not sufficiently empowered to build social partnerships with employers or their organizations. Employers often prefer to train their own employees without collaborating with the VET system as the graduates of the vocational schools have little practical experience. Adult (re-)training covers very few of the unemployed and only occasionally provides the skills training required by the labor market. This is reflected in the current situation of the Kyrgyz labor market which is flooded with academicians (economists, lawyers, etc.), but is short of the required numbers of skilled workers in trades such as construction, automotive repair, tourism, processing and agriculture.

The VET system has no clear vision of its position within the Kyrgyz economy and society; it lacks a comprehensive strategy for its future development which is marked by weak policy formulation.

The VET system was and partly still is administered by several Ministries with little coordination of strategies and actions between them. In some instances the plans and actions can be contrary to each other. Decisions are frequently made based on a fragmented and poor knowledge of management systems. An enabling environment is rarely created by either the government or the management at different levels. There has been little reform of the VET system over the last 15 years. The training and professions offered by the vocational schools fail to take into account the needs of the majority of small and medium enterprises and they are even less concerned with the needs of the self-employed. The old rationale for VET still prevails;

there has been no significant and nation-wide shift in orientation towards a market economy. This lack of a clear definition of the role of VET within the Kyrgyz economy is at the root of the challenges. There is little vision of the future development of the VET system and how it could be integrated into national/regional development plans.

The State VET budget is small and there are significant differences in the reliability of the financing of vocational schools from National and rayon budgets.

The State VET budget is limited and resources are often not allocated efficiently or used in cost effective ways.

At present, the Government funds institutions and not training programs or quality improvements and this results in institutions maintaining the status quo without promoting development. Public funding is largely allocated to scholarships, food allowances and salaries including social fund payments. This top-down budgeting means that the allocation of financial resources is not really based on the needs of the schools. Although there is a limited diversification of school funding, employers are not involved in funding the training and local fundraising opportunities are not fully used.

In many instances, vocational schools which are financed through national contributions to the rayon budget, do not receive employee salaries, student scholarships and food money and small repair contributions in full or only after considerable delays. This seriously impacts on the teaching process with students not attending lessons if scholarships are not paid (on time) and teachers missing their lessons if salaries are delayed.

The State Agency for Vocational Education (SAVE) has valuable human and financial resources which are used in inefficient and ineffective ways based on outdated requirements, laws and regulations.

Many functions of the SAVE and its units, like curriculum or teaching materials development, are not (or only nominally) implemented, primarily because of limited financing. A lot of the work done in the SAVE never makes its way into the schools. Items such as modularized curricula, new standards, etc., remain mostly paper exercises. There is limited mainstreaming of the results of several donor-financed projects or of experiences that were gained by SAVE employees during numerous international study tours. Most resources seem to be consumed by a complicated regulatory and controlling framework dating back to Soviet times. Vocational school directors spend a large part of their work time satisfying various uncoordinated and unannounced monthly inspections, the focus of which is more on controlling and punishment than on motivation and coaching.

The management capacity at all levels is generally limited.

In general, the directors of the vocational schools are administrators executing tasks assigned to them by the central education authorities in Bishkek and they have little freedom and capacity to actually manage the schools. In many cases, school directors and vice directors have limited school management skills (such as planning, strategy development, monitoring, marketing, communication, etc.) which go beyond organizing the teaching process. The lack of a management board means that the school director is often THE decisive factor on how successful a school is in attracting students. In addition school directors are not always appointed on the basis of their knowledge and professional competence; this door is open to corruption and nepotism. At the local and national levels the education authorities lack some management skills and their understanding of how to run an educational institution lags behind that required for modern school operation.

Vocational schools have limited financial and management autonomy. Decisions on asset management, course development, etc., are taken at the central level and financial management is centralized through special accounts.

The Kyrgyz VET system lacks decentralization. Vocational schools are not being encouraged to earn their own income because of the current legislation on special accounts and the top down approach to budgeting. Any income created by the vocational schools has first to be planned for then reported to Bishkek and the money earned flows into a special account which can only be accessed following the approval of the central authorities. Similarly, basic management issues, like writing off obsolete and dilapidated machinery, cannot be decided at the local level. Vocational schools are still largely financed from the Government budget. There are exceptions; some schools generate limited incomes through paid courses and production activities. However, a multi-source financing approach accessing, for instance, employers' contributions, is still lacking.

Few teaching staff have updated their skills and knowledge in their trade or received training in modern, learner-centered methodologies over the last 15 years (apart from some donor-provided activities and some training by the Methodological Unit under the former Department for Vocational Education)

Teaching methods used in vocational schools are generally outdated and often not appropriate for teenager/adult learning. The teachers and masters are rarely up-to-date in their subject knowledge and skills and have had only limited contact with the realities of the world of work.

Low salaries and lesson-based remuneration for teachers makes the vocational teaching profession unattractive to young teachers and leaves schools with an over-aged teaching staff with limited motivation to improve their professional knowledge and teaching methods.

Teachers in vocational schools receive salaries of around 1000 Som (approximately \$25) per month which is not sufficient to sustain their families. Thus, they need to generate a second income from their farms, small businesses or in the urban and semi-urban labor markets. The low salaries do not motivate teachers to prepare lessons carefully, use new teaching methods or follow technological developments in their skills area. Furthermore, it is difficult to attract younger teaching staff. This is further aggravated by the government salary system which bases salaries on the actual hours taught without accounting for lesson preparation time.

The main motivation for the majority of the students registering for courses at a vocational school are the monthly scholarship, free meals, and the opportunity to complete a secondary education diploma in order to continue studying at a higher education institution.

Social protection is the primary function of the Kyrgyz VET system while skills development of the future workforce comes second. It is questionable whether free food for all students and broadly spread scholarships are the right measures for achieving poverty reduction and whether vocational schools are the right institutions to provide social support to the poor. Furthermore, the allocation of approximately half of the scarce financial, time and human resources to general education subjects has a negative impact on the practical skills training of youth as the time set aside for acquiring skills relevant for the profession is too short and the finances for learning materials are inadequate. Because students (and their parents) see the vocational school only as means of providing a certain level of social security and another opportunity to access technicum or university studies, many show little motivation in class, miss significant numbers of lessons and are only marginally interested in the actual skills being taught.

The reputation and attractiveness of vocational training was low during Soviet times and has decreased considerably over the last decade with many schools struggling to find enough clients.

In general vocational schools attract students who do not pass the entrance tests to technicums or universities or who are school leavers with only a 9th grade diploma. Vocational professions are generally unattractive to youth because of outdated curricula, few job opportunities at the end of their studies (some professions currently being taught do not exist anymore in the market economy⁵), poor equipment and materials for practical lessons and run down infrastructure.

Curricula, even though partly updated, are generally not adapted to the realities of a market economy and curricula changes are introduced without adequate teacher training, materials and teaching facilities.

Although curricula for 155 professions are available, according to the list of professions approved by Government Resolution, many of these are still based on the needs of a planned economy with its requirements for narrowly specialized laborers for factories and big State farms. Of these professions only 85 are actually offered nowadays in the vocational schools. The work on curricula development is on-going, but often lacks the involvement of (private) employers and lags behind the rapid development of technologies and skills areas, such as computing, automation, construction technology, car repair or modern farming. The vocational schools themselves are given very little freedom in curricula adaptation even though some of them see the need to react more quickly to the developments of the local labor market. The introduction of new curricula subsequently requires specific training of the teaching staff, investments in appropriate workshops and classrooms and development of the teaching materials.

In most vocational schools, practical lessons do not take place or are reduced to demonstrations by the teacher and the textbooks are outdated.

Conducting practical lessons is virtually impossible as there is limited State financing either for consumable supplies or for tools. Teachers try to overcome this situation by requiring students to bring basic materials to class and by demonstrating practical skills without the students themselves using the tools. This lack of practical competence in the graduates makes them ill-equipped for the labor market or for self-employment. For most professions, this problem is further aggravated by the lack of up-to-date, learner-friendly textbooks covering the theoretical and practical aspects of each skill area in either the Kyrgyz or Russian languages.

The VET system lacks a transparent assessment and quality assurance mechanisms

Assessment mechanisms are outdated and lack transparency. Apart from student assessments, other tools for monitoring quality and for evaluation are used infrequently, if at all. Neither the schools nor the State Agency for Vocational Education have well-defined and managed quality assurance systems.

There is an extensive network of vocational schools, but most school buildings are in disrepair and need urgent investment in addition to the yearly cosmetic repair done by school staff.

The state of the infrastructure - buildings, workshops and machinery - ranges from poor to very poor. In some instances the situation is hazardous - leaking & collapsing roofs, open wiring, machinery without safety guards, etc. The situation is rapidly deteriorating and will need to be addressed soon if any teaching is to continue in many schools.

⁵ for instance narrowly specialized professions such as “meliorator-mechanisator”, “excavator”, bulldozer-scraper driver”, etc.

The services provided by the VET system to labor migrants and other marginalized groups are poor in quality and not oriented to their needs.

A growing number of Kyrgyz labor migrants is working in CIS-countries and the Middle East as a low qualified labor force. Usually they leave the country without any appropriate skills training and are thus forced to take up any work opportunity often without a formal contract and under poor salary and work conditions. Re-training offers for the unemployed are in many cases not oriented to labor market needs and thus unattractive to employers and the unemployed alike. Other vulnerable groups, such as street children, have limited access to vocational training that would allow to them to be re-integrated into society.

5. A VISION FOR VET – WHAT IS A HEALTHY VET SYSTEM AND WHAT WOULD IT LOOK LIKE IN THE KYRGYZ REPUBLIC?

Labor markets all over the world have become more specialized and economies are demanding more skills. In many countries, governments and businesses are increasingly investing in the future of vocational initiatives for business.

Internationally vocational education and training systems have become increasingly diversified during the 20th century becoming more and more client oriented and the demand for high quality service providers is increasing.

An ideal VET system is one that is:

1. Relevant – Provides students with skills that are most needed by the labor market;
2. Flexible and Proactive – Responsive to the changing needs of employers;
3. High quality – Uses the latest technology, the best curricula, and ensures academic integrity;
4. Affordable – Those who can most benefit from the training are able to enroll;
5. Accessible and Inclusive – Open to the entire workforce, including those who do not meet typical admission criteria, the handicapped and other marginalized groups;
6. Student-centered – Schedules courses when students want them and uses teaching methods that students enjoy;
7. Stable – Schools operate year after year so that former students can return for re-training throughout their entire working career;
8. Integrated – Credits, curricula, and modules are coordinated within the whole educational system so that students can acquire practical skills early and transfer their education to other institutions;
9. Meaningful – Instills a strong work ethic and pride in its students and builds careers that last a lifetime;
10. Managed efficiently – Administration is accountable and transparent, using the system's funding for the maximum benefit of its students.

VET systems in advanced economies all over the world are based on the above criteria, and the workforce of the Kyrgyz Republic deserves a system that delivers nothing less. The Roundtable believes that it is possible and urgent for the Kyrgyz Republic to reform its current VET system into one that meets these criteria. Several transition countries have turned the VET systems they inherited into valuable tools for making their economies modern and competitive.

In the Czech Republic VET sector a remarkably high proportion of young people is entering secondary VET (more than 80%) which is a sign that VET is not lagging behind academic education in prestige. In terms of quality, the former VET system became obsolete due to the transition from a planned to a market economy, a situation which is occurring in many other countries. As a large system it was quite resistant to change until recently, when its EU membership helped it to modernize its VET policy and also attracted European Social Fund money for projects. One of the most interesting projects is the National Qualifications Framework to be developed by the end of 2007. In parallel, the VET programs are being modernized by issuing broad national curricula worked out in cooperation with social partners, which will be complemented by detailed curricula developed by VET schools, again in cooperation with employers.

Another example is Estonia, which has made great progress in the last few years in the development of its VET system. Supported and challenged by the status of being an acceding country to the EU in 1997 a National Qualification system was developed. 16 chambers of commerce (e.g. building trade, financial services, etc.) were established, which developed standards for specific jobs (more than 400). In 2001 the Estonian Qualification Agency was created, which has been subordinated to the Ministry of Education and Science since 2004. This agency is responsible for the development of occupational standards and certificates. An institutional re-organization of VET schools was included in this significant reform process. The final result is a five steps qualification system.

In Kazakhstan, VET is developing quickly in response to the economic development of the country. This is fostered by Government support. The President of Kazakhstan recognized the importance of VET to the development of the country. The Government developed and implemented a program of public investment in the VET system and schools are updating their equipment and facilities. Employers and their associations are taking a lead in putting VET issues on the agenda. They are starting to invest in schools and are getting involved in the development of the content of the training programs and the recruitment of suitable personnel. Schools are becoming more active in building partnerships with local and international companies to modernize their facilities, teaching methods and technologies. Competition for admission to some vocational schools is intense despite high fees. These sought after schools are the ones that have managed to establish good links with employers, improved the quality of their services and trained employable graduates.

6. WHAT CHALLENGES HAVE TO BE ADDRESSED TO MAKE THE KYRGYZ VET SYSTEM COMPETITIVE AND MARKET-ORIENTED?

Hardly anybody disagrees that the Kyrgyz VET system needs to undergo urgent reform in order to be more responsive to labor-market needs, offer an attractive educational choice for youth and the unemployed as well as establish more motivating conditions for staff at all levels. Such reforms need to be well coordinated with all stakeholders and should be approached in an holistic way by approaching reform issues at all levels and in all sectors of the VET system. In the following the core issues from the donors' points of view are listed and briefly discussed.

Market-oriented approach

A market oriented approach is an imperative and implies at least three things, strong links with the world of work, an output-based training system and flexibility. The VET system should be designed in such a way as to draw on market principles and to flexibly respond to market needs and requirements, in particular through decentralized, flexible decision making and administration and management. In all its operating aspects it should utilize market tools.

This approach requires different relations with both the external environment and within the system. Public funds should be allocated through open and transparent tender mechanisms in return for quality and efficiency of educational services. Market tools, such as incentives to employers or schools to enhance their motivation to be involved in VET development, should be used

To relate more closely to market needs and reflect market demands, the links between the economy and the VET system must be reconsidered. A broad range of private sector employers should participate as a central part of the VET reform and ongoing monitoring policy. The linkage between employers, educational institutions and career centers/forums should be strengthened. There should be stronger institutionalized participation of the social partners, trade unions and employers' organizations or chambers of commerce. The employers' associations should have more influence on the content and the outcome of the education. They should also expect to contribute financially to the operation and development of the VET system or make other specific contributions towards the development of trainees. Training in specialized skills should be an integral part of the contract between an employer and an employee.

However the VET system should not be viewed only as an appendage of the market. Vocational education training programs should target public interests as well. Regional or local benchmarks must be set for schools to guide the development of their priorities in their VET offerings for all professions. Local

and regional market research should be initiated by the VET schools (in co-operation with other relevant stakeholders, like employers' associations, chambers of commerce, universities, etc.). It should inclusively target the disadvantaged, young labor market entrants (from low income families with low educational attainments) and combine institutional based education with on-the-job training. In addition to training in the traditional vocational education subjects, institutions should provide professional and core work skills (for example, communications, interpersonal relations, etc) and literacy skills. Job-search assistance and self-employment training should complement these programs. Follow-up training after recruitment could also be offered if required. Follow up surveys of graduates to analyze the market acceptance of their skills should be part of the routine of the VET providers.

Apprenticeships can be used as additional mechanisms for providing skills for the labor market, and can surpass the output of formal education and training institutions. The role and status of the VET system in the future will depend on the provision of suitable job placements following training. An apprenticeship program is successful to a large extent because the apprentices are provided opportunities to practice their trades and are then employed by businesses and industries.

Changing labor markets, the attitudes of employers, financing opportunities and overall social conditions affecting youth, all require comprehensive and coordinated action. Young people, particularly young women, are too weak, in terms of political and social participation, to influence market demands in a significant way. Special labor market training programs should be developed to increase the employability of people through skills development. They should also target disadvantaged young people by offering a package of services, including literacy and remedial education, vocational and job-readiness training, job search assistance, career guidance and counseling, and other support services. The implementation of these programs should involve the public employment services, local authorities and other partners, including private employment agencies and training providers.

Students should be actively supported in their search for employment in their trade through career advisory centers and employment centers through which businesses and industries would make their demands for the different skills known.

The existing curricula should be revised to include more lessons on business, entrepreneurship, and other important elements of market demand. These lessons should be not optional, but mandatory. Additionally there should be a review of the programs offered to ensure that there is still a market demand for these skills. This review should suggest programs supporting the new country development strategy, promoting those skill sets which will help the economy of the Kyrgyz Republic to be competitive in global and regional market places.

Special training packages on entrepreneurship and starting one's own business should be available from the VET system. Such packages, like KAB (Know About Business), offer a set of training materials for entrepreneurship education. KAB is designed for use in vocational education and training institutions as well as in secondary schools. KAB seeks to develop entrepreneurial skills and, in the process, prepares (usually young) trainees on how to establish their own business at some point in the future and how to work competitively in micro and small enterprises. The purpose of KAB is not necessarily to have young people begin their careers as entrepreneurs or self-employed people. Rather, it seeks to install an "entrepreneurial attitude" by giving them awareness of and practice in the skills, opportunities, challenges, procedures and characteristics needed for future entrepreneurship.

The VET system should be focusing on those relevant sectors of the economy which offer opportunities for decent work, income and employment. Such sectors include textiles, infrastructure development and maintenance, building and construction, hospitality and tourism, retail and wholesale distribution and other service activities.

VET system

The VET system should be given equal status in government structures; its budgeting should be on a par with higher education and primary education in order to overcome its low reputation and more attention needs to be given to future planning and policy decisions. The VET system should be considered as a combination of both formal and non-formal VET working with one common policy and clearly identified

mission and principles. By considering the labor market signals, the VET system will move from an input to an output-based system and become more relevant for the labor market. The vocational schools should open up to the local communities and take into account the training needs of the local population and the employers' expectations regarding skilled labor output. Furthermore, in the vocational schools more innovations should be generated and applied, teaching capacity improved and applied research activities taken up.

Ideally, the VET system should be administered by one Ministry or Agency⁶. The second best option would be to improve the coordination between all Ministries and Departments involved in VET based on lessons learned from the Ministries, World Bank, Asian Development Bank and other donors as well as from other countries. In this way it is possible to develop and achieve a common vision, strategy and policies. This would create a modern VET system that provides a high quality and practical education which is applicable and recognized by the labor market and responds to the needs of local communities, employers and local governments.

By merging vocational schools the number of students can be increased and the number of non-teaching staff decreased, which will provide a reduction in costs, more efficient use of resources and the concentration of training inputs and investments in a smaller number of institutions.

Decentralization

Decentralization is an imperative in a quickly changing environment, because it allows for quick and flexible responses to changing technologies and labor market requirements. Decentralization should be built on the principle of subsidiarity⁷. Any decision that can be taken at a lower level shall be delegated to that level. This would entail considerable legal changes with less inspection and more coaching and monitoring from central education authorities.

Through bottom-up approaches in planning and budgeting as well as human resources and operational management, the vocational schools can be stimulated (i) to respond more to local labor market needs and become more involved with the local community and employers, and (ii) to become more active and entrepreneurial in generating additional school income.

Financing

The financing of the vocational schools has to be based on a multi-source financing approach with a wide range of diversified sources contributing to the overall budget (e.g. employers' contributions, more paid services by the local community, student fee payments, school production, local fundraising through training funds and contributions from the National budget as well as the local and regional budgets). In order to avoid misuse of funds and delays in payments to schools, State financing should be based on the principle of two funding levels (national and local budgets) without going through several other administrative levels. Furthermore, equitable conditions for the financing of rural and town/city schools have to be created.

As social protection is only a secondary function of vocational schools, the budget should be re-allocated from scholarships and student food allowances to the main function of the VET system - the provision of quality education.

With top-down budgeting, the allocation of the funds is often not really based on the needs of the schools. Various options to give the schools more freedom to develop appropriate budgets and safeguard quality (for example per capita financing) should be tried. The legal framework regarding special accounts should be changed in order to empower the vocational schools to plan for and spend the income they generate.

⁶ In 2007, the Kyrgyz Government has created a new State Agency for Vocational Education which unifies large parts of the VET system under one Governmental body.

⁷ A principle in social organizations: functions which subordinate or local organizations perform effectively belong more properly to them than to a dominant central organization

Budget allocations have to be reviewed to better support financially disadvantaged schools and students, increase teacher salaries based on realistic minimal living standards and provide sufficient funds for practical training, infrastructure repairs and teacher training.

Employers should contribute financially to the training of their (future) employees through incentives such as tax reductions (if they train their own employees or co-finance the VET system) or additional taxes for those who are not willing to contribute.

Curricula

The curriculum for each vocation should have a modular design and be implemented in a manner that will target both students in the vocational schools and adults who are no longer in school.

For students who enter the vocational school at grade 9 the technical curriculum can be spread over the two years required to complete secondary education. The general education subjects for getting secondary education certificate should be revised to make them relevant to the specific trade or craft being studied rather than being presented as general academic disciplines. The vocational content should comprise an appropriate number of subject modules and should also cover issues such as occupational health and safety, along with practical skills development. In addition, modules that promote employability, such as CV writing and communications skills, should be considered.

For adults the training program would comprise the same modules as those studied in the technical schools, but these modules would be delivered over a period of months (3 or 4) rather than two years. The focus will be on developing the required technical skills through extensive hands-on practice and supporting such development with a basic grounding in theory. Adults entering the program would not necessarily need to have completed secondary education, but they would need to demonstrate basic levels of literacy and numeracy. Adult training modules also might be developed to target additional needs such as retraining, further education and various shorter term courses.

To make it as market oriented as possible, the curriculum for all levels (and any revisions thereof) should be approved by representatives from relevant businesses, industries and labor organizations.

VET qualification system

A national qualification framework that will be open, transparent, reliable, flexible, independent and resistant to corruption should be established with progressive levels of competence for the practitioners of different vocational trades and crafts. It will give clear signals as to what training and what levels of training institutions have chosen to meet the requirements of the labor market.

Information on the labor market should be a baseline for developing qualifications and training programs. The process includes the development of occupational profiles, classification by occupation level and the development of qualifications.

Standards should be developed based on labor market information, and should be evaluated according to their components, content, and procedures. Involvement of employers and other social partners is crucial. The standards and certification processes associated with each level of competence should be formulated and periodically updated in consultation with the businesses and industries that are potential employers of the graduates, labor organizations and others associated with the VET system.

The approach to assessment and the assessment process should be reviewed, so that procedures and mechanisms for recognizing prior learning and experience are developed, and admission to the various levels of certification can be attained either (i) by the formal completion of the prior certification level or (ii) by the demonstration of the required competence in the skills aspects of the vocation.

Assessment of competence should include both theoretical tests as well as practical ones. Examinations testing theory should be approved by an independent agency/committee which is made up of representatives of the VET system, employers and labor organizations. Skills competence should be assessed on a continuous basis by the individual program instructor. Such instructor assessment should be monitored by random quality assurance inspections by independent employer and labor organization

representatives. The monitoring representatives would make periodic, unannounced visits to training centers during instructional times to observe students at their practical activities and will compare their own assessment of the quality of workmanship and skill being demonstrated with that of the instructor. Independent monitoring institutions should be established and maintained.

Capacity building

The instructional staff must be able to demonstrate an appropriate standard of practical skill for the certification level they are teaching coupled with good knowledge and practice of teaching vocational subjects to youth and adults. Thus, a capacity building policy and programs for vocational schools should be in place. The major goal of the policy and programs should be to ensure that school management and personnel:

- Have adequate knowledge and skills to perform their duties effectively and efficiently;
- Have opportunities to upgrade their knowledge and skills;
- Provide excellent educational, training, and other services to clients.

The capacity building policy should support the provision of training opportunities to school managers, teachers and other personnel and encourage them to participate in training courses that will increase the skills and knowledge necessary to carry out their jobs. Opportunities might include paid or unpaid leave for employees who wish to attend longer term education programs directly related to their jobs. To the extent possible, the policy should recommend how schools can mobilize resources to pay for participation in priority training programs and/or to reimburse teachers/managers their training costs, per diems, accommodation and travel expenses. It is essential that the school administration encourage potential providers of training to use low-cost and efficient ways of training, including distance learning and computer based self-training. Capacity building of vocational schools will enable them to participate in various grant programs to gain additional funding

Capacity building and training policy and programs must be based on training needs. It is essential that training needs analyses correlate with labor market needs. The analyses of these needs assessments can be conducted or organized by a designated officer who would oversee capacity building activities⁸.

It is important that the VET system establishments strengthen their own capacity. The policy and programs must take into consideration the capacity of the existing Methodological Unit under the State Agency for Vocational Education and the Tokmok Pedagogical Institute to train teachers, instructors and technologists on teaching methodologies, methods and skills. Alternatively, a new institute or Center could be established that would develop modular training programs for vocational schools. It is strongly recommended that vocational schools, the Methodological Unit, Tokmok Pedagogical Institute and other VET system establishments cooperate with higher education institutes (universities) to train teachers of vocational schools.

Another opportunity for capacity building of vocational schools is through social partnerships; a tripartite relationship of VET institutes, employers and workers organizations. It could provide opportunities within companies and offer experience exchanges and traineeships. It could also encourage the donation of training equipment to schools and the renovation of existing items, the development of training programs and provision of materials. An example of this type of relationship is the Coordination Board of the Confederation of Employers of the Kyrgyz Republic. This organization links employers with three vocational schools of the Primary Vocational Education system of Bishkek city. It was founded in 2005 and its major objectives are developing training programs and training materials and conducting training courses for the unemployed and students of vocational schools.

⁸ *Management recommendation:* Each school shall appoint one employee (for example, deputy director or head of the personnel office) to be a training officer. His/her duties shall include permanent contacts with providers of training, providing information to colleagues, facilitating training needs analyses, cooperating with other schools and educational institutions on training issues, contacting local businesses to solicit sponsorship of training programs, organizing study visits, facilitating individual capacity building plans of teachers, administrators and other school personnel, initiating the formulation and implementation of school training programs and activities and ensuring knowledge and information sharing with other school personnel, and other peer learning activities.

In implementing any capacity building, schools shall not discriminate on the grounds of gender, age, ethnicity, religion or political affiliation.

7. Concluding comments

The participants of the Roundtable welcome opportunities to discuss/clarify the contents of this paper with representatives of the Kyrgyz Government and the authorities concerned with the provision of VET. The Roundtable members would also be happy to meet with the concerned authorities to answer questions and elaborate on the topics which are briefly addressed in this document. For the sake of brevity many of the responses provided in the document have been summarized and condensed and the participants would be happy to elucidate and expand on the points raised.

Comments on and questions about the contents of this paper, in Russian or English, can be addressed to Mr. Siroco Messerli, (sirocomesserli@helvetas.kg) who will forward these to the Roundtable members.

8. Annex

Annex: Description of activities of the main donors in the Kyrgyz VET system

ANNEX to “A Donors’ view of the Kyrgyz Vocational Education System”

Brief overview of donors and projects supporting the Kyrgyz VET sector

The table below shows an overview of donors’ and projects activities in support of the Kyrgyz VET system:

	ETF	Eurasia Foundation of Central Asia	Forum for Edu. Initiatives	GTZ	Helvetas	ILO	Intercooperation	Tempus	UNDP	University of Central Asia	WB Rural Education
Page	28-30	31	32	33	34	35-36	37	38	39	40	41
Curricula development/ Modularisation											
Standardisation											
Textbook/training material development											
Teacher capacity building & incentives											
School management improvements											
Assessment/monitoring systems											
Infrastructure improvements											
Financing reform/Budgeting											
Policy dialogue/Strategic planning											
Financing of projects/Gvt budget support											

Brief descriptions of the major donors and projects supporting the Kyrgyz VET system with their objectives and expected results, beneficiaries, stakeholders and partners, approaches and activities, regions and duration, as well as budgets are provided in the following pages.

Organization & Project title	European Training Foundation (ETF) National Qualification Frameworks (NQF)
Objective(s) & Expected results	<p>For 2007 the project has two main objectives:</p> <ul style="list-style-type: none"> - Transforming occupational standards in the tourism sector into a learning outcome-based qualification framework - Reviewing pilot tourism sector experiences from the perspective of drafting an informed NQF policy paper. <p>These objectives will be differentiated according to individual regions and countries. Accordingly, expected results and outcomes, as well as the activities planned to achieve these, will be decided in the context of where regions and countries stand at the end of 2006.</p> <p>Expected results:</p> <ul style="list-style-type: none"> - Pilot tourism sector qualification framework in each country completed consisting of agreed learning outcomes-based qualification profiles, level descriptors, assessment approaches (formal, informal, non-formal learning) - National Qualification Framework policy paper drafted by each country. The papers will review the pilot experience, identify policy issues, report on national consultations and make proposals for further steps.
Beneficiaries/ stakeholders & partners	They include the education and training community, employers, unions, different government ministries (such as the ministries of labor and education), and the university sector.
Approach and Activities	<p>The project has adopted from the start a policy learning facilitation approach in order to develop:</p> <ul style="list-style-type: none"> - Awareness among policy makers in partner countries of the international debate on the contribution of national qualification frameworks to quality vocational education and training - Understanding of the context specifics of national qualification frameworks and the connection between framework design and overall characteristics of national systems of education and training - Commitment among main stakeholders at national level to engage seriously in NQF policy debate - Basic technical and professional capacities for national qualification framework design - Platforms for regional cooperation and exchange of experience - Experience based evidence to underpin policy and design decisions - Basic consensus among key stakeholders within individual countries about policy to be adapted concerning qualification frameworks. <p>Activities:</p> <ul style="list-style-type: none"> - Development work by national NQF teams under the lead of national coordinators - National workshops, NIS seminar, CA regional workshop.
Geographical regions & Duration	Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan; Russian Federation, Ukraine; Armenia, Azerbaijan, Georgia 2005 - 2008
Budget	Approx. €150,00 for Central Asian countries per year

Organization & Project title	European Training Foundation (ETF) Skills Development for Poverty Reduction (SDPR)
Objective(s) & Expected results	<p>The overall objective of the three year project is to develop a better understanding of the possible role that skills development can play for (rural) poverty reduction in order to prioritize current VET reform initiatives in the framework of national poverty reduction and socio-economic/human development strategies.</p> <p>The specific objectives are to:</p> <ol style="list-style-type: none"> 1. Promote policy thinking within the countries on how to enable vocational schools become trusted partners as providers of skills development opportunities for poor people and partners within poverty reduction projects; 2. Provide informed advice to the Commission services on how to integrate support to skills development and VET system reform in Track III type interventions. <p>The results to be achieved are:</p> <ul style="list-style-type: none"> - Experience-based policy guidelines for VET systemic reform; increasing the responsiveness of vocational schools to local learner and enterprise skill development needs (December 2007); - Policy learning enhanced in Central Asia through peer reviews amongst the countries and experience sharing with similar initiatives in South East Asia through IIEP, UNESCO (2007); - Policy learning enhanced through the facilitation of dialogue and exchange among policy developers (Ministries) and policy implementers (VET schools); - Principles agreed for inclusion of skills development in PRSP and EC assistance programming and project definition (2007).
Beneficiaries/ stakeholders & partners	The national policy makers are the key focus of the project. The national policy makers can learn from i) the pilot projects at local level which can provide insights into the benefits of strategic partnerships at local level, ii) the pilot projects can identify obstacles at the system level which prevent school openness to local needs; these can be due to either legislative provisions or simply existing practices, iii) the project will provide a possibility for dialogue between schools and ministries.
Approach and Activities	<p>SDPR is an action policy learning project through which policy advice is provided to the stakeholders in the countries.</p> <p>The action part of the project concerns activities with pilot schools in rural areas and the development of local partnerships with key stakeholders aiming at improving the services of the schools to local learners. Projects at the local level will be followed by national/central authorities and provide input to the policy makers with emphasis on creating an enabling framework which allows and encourages partnerships.</p> <p>Activities:</p> <ul style="list-style-type: none"> - Carry out pilot phase - Prepare policy guidelines for increasing responsiveness of VET schools - Organize international experience sharing - Facilitate dialogue between policy makers and policy implementers - Propose principles for inclusion of skills development in PRSP and EC assistance - Sharing of expertise - Monitoring.
Geographical regions & Duration	Kazakhstan, Kyrgyzstan, Tajikistan 2006 - 2008
Budget	€190,000 (2007)

Organization & Project title	European Training Foundation (ETF) Policy Learning
Objective(s) & Expected results	Objective: To facilitate integrated VET policy development in collaboration between the two responsible ministries, social partners and VET practitioners Expected results: Joint VET Policy Task Force integrating VET reform planning and implementation in both sub-sectors of VET
Beneficiaries/ stakeholders & partners	Ministry of Education , Science and Youth Policy Ministry of Labor and Social Protection Employers Trade Unions VET schools Prime Minister's Office Administration of the President
Approach and Activities	Facilitation of establishment of the joint VET policy task force, of planning its work and of drafting the following papers: <ul style="list-style-type: none"> - Joint strategy paper of ministries of education (MESYP) and labor (MLSP) on VET reform principles, - Analytical review of VET related donor projects, - VET reform critical issues from the employer/trade union perspective, - VET reform Technical Report.
Geographical regions & Duration	Kyrgyzstan 2007 -
Budget	TBA

Organization & Project title	Eurasia Foundation of Central Asia (EFCA) Vocational training for labor migrants
Objective(s) & Expected results	<p>Vocational training program is part of a larger EFCA External Labor Migration pilot initiative.</p> <p><u>Objectives</u> of the EFCA External Labor Migration pilot initiative:</p> <ul style="list-style-type: none"> • Protection of the rights of and provision of legal advice to labor migrants seeking legal employment in Kyrgyzstan and abroad; • Provision of information on job vacancies available in Kyrgyzstan and abroad; • Enhancement of the dialogue between civil society and government agencies on legalization of labor migration and the protection of labor migrants' rights; • Increasing access for labor migrants to vocational training/retraining <p>Thus, the <u>Vocational training program</u> is structured to enable adults and potential labor migrants to get work legally in Kyrgyzstan and abroad:</p> <p><i>Objective: Developing short-term vocational training/retraining courses for the most demanded professions in the labor markets of Kyrgyzstan and abroad</i></p> <p><u>Expected results:</u></p> <ul style="list-style-type: none"> • Increased access for short term vocational training/retraining for adults and potential labor migrants seeking legal employment in Kyrgyzstan and abroad • Availability of short-term training courses • Access to and availability of independent testing/certification of qualification
Beneficiaries/ stakeholders & partners	<ul style="list-style-type: none"> • Adults and potential labor migrants • Vocational education institutions • State Committee on Migration and Employment • Employees
Approach and Activities	<p>In order to develop short term vocational training/retraining courses for the most demanded courses EFCA conducted the VEI capacity and potential assessment (Oct.-Nov. 2006).</p> <p>Objectives of the assessment:</p> <ul style="list-style-type: none"> • to identify the most-demanded professions/specializations in KR and Russia through the labor market analyses in these countries • to determine the current capacity (teaching methodology, course materials, availability of adequate facilities/ equipment and qualified instructors) of VEIs in KR in preparation of the cadres • to determine cost expenditures for administration of short-term courses for labor migrants in the most-demanded professions/specializations • to determine the content of short-term courses for the most-demanded professions/specializations • to develop practical recommendations on introduction of short-term courses for labor migrants <p>Based on the recommendations developed the training materials for students & teachers will be developed & implemented in the vocational schools selected (January- March 2007).</p>
Geographical regions & Duration	<p>The capacity and potential of 22 vocational education institutions have been assessed in the period October – November 2006 :</p> <p>4 institutions in Bishkek - № 3, 4, 5, 100</p> <p>1 in Chui oblast – Industrial technical college</p> <p>4 in Issyk-Kul oblast - №22, 14, 2, 82</p> <p>6 in Osh oblast - №12, 16, 65, 38, 62, Osh Technology Institute</p> <p>3 in Batken oblast – №7, 8, 70</p> <p>4 in Jalalabat oblast –№ 1,36, 71, 75</p> <p>Recommendations provide on what courses need to be developed, and where those selected courses could be taught based on identified costs</p> <p>Assessment resulted in 9 vocational schools being chosen where selected courses could be introduced.</p>
Budget	US\$24,000

Organization & Project title	Forum for Educational Initiatives (FEI) is an NGO set up in 2003 with the objective of providing a legal status to the National Observatory of Kyrgyzstan (NOK) and the UNEVOC Centre, Kyrgyzstan
Objective(s) & Expected results	<p>The National Observatory of Kyrgyzstan was established in November 1996 under the Commission on Education and Science under the President of the Kyrgyz Republic within the framework of an agreement between the Kyrgyz Government and the TACIS program, supported by the European Training Foundation, which funds the activity of the National Observatory. The UNEVOC Centre was established in 1999. Since 2003 the Discussion Club “Forum” is also part of FEI.</p> <p><u>Mission:</u> To promote sustainable development and alleviate poverty in Kyrgyzstan by supporting vocational education and training and facilitating between all the stakeholders at a national, regional and international level.</p> <p>FEI supports the development of vocational education and training through research, policy advice, information dissemination, and capacity building. It acts as a focal point for establishing and maintaining national, regional and international networks in the VET area.</p> <p><u>Function areas:</u></p> <ul style="list-style-type: none"> • Analysis and expertise • Awareness raising • Capacity building • Transfer of know how • Project management • Networking
Beneficiaries/ stakeholders & partners	<p><u>Target group:</u> employees and students of the VET system, policy makers at different levels (school, local, regional, national), unemployed and other disadvantaged groups.</p> <p><u>Partners:</u> Ministry of Labor and Social Protection, Ministry of Education and Culture, SBDC-Consult, Center for Public Policy, Adult training center, SIAR, Regional Co-ordination Methodological Centers of the Chui oblast, Vocational Lyceum №43, Soros-Kyrgyzstan, Association of villages.</p>
Approach and Activities	<p>Main activities of FEI were in the following areas:</p> <ul style="list-style-type: none"> • Analysis of the situation in VET and employment • Introducing methodologies and new approaches for <ul style="list-style-type: none"> • labor market analysis • development of the VET content • provision of VET quality and relevance • Provision of information, including key indicators • Needs assessment of employers and other stakeholders • Development of social partnership, in particular through the Council of Social Partners <p>Development of the capacity of key stakeholders, in particular through the Discussion Club “Forum”</p>
Geographical regions & Duration	Entire Kyrgyzstan since 1997
Budget	No guaranteed allocated budget. Budget depend on projects

Organization & Project title	GTZ – German Technical Cooperation Promotion of a demand-oriented further vocational training network, which started in November 2006
Objective(s) & Expected results	<p>GTZ has been active in the field of vocational education since 1994. This participation has comprised</p> <ul style="list-style-type: none"> - Consultation at the system level (until 1998) - Development and implementation of new professions (until 2005): IPT Tokmok (motor mechanic, seamstress , agricultural engines mechanic) and PL 99 Bischkek, PL 16 Osch (bank clerk, IT – clerk, manager of credit union, manager of trade and service union) <p>This wide experience formed the basis of the new project - Promotion of a demand-oriented further vocational training network, which started in November 2006</p> <p>The object of the project is to determine the qualifications/skills which are needed for economic development in different regions of the Kyrgyz Republic. The results should be useful in developing short term training courses. The Project supports the following spheres to promote reform of the VET-System:</p> <ul style="list-style-type: none"> - Integration of the Kyrgyz business sector into the system of vocational education & further training - Analysis of the needs of the Kyrgyz economy - Quality of vocational further training - Quality of institutions offering further vocational training - Qualification of participants of further vocational training - Certification of further vocational training - Monitoring & Evaluation of VET <p>Expected results:</p> <ul style="list-style-type: none"> - Job placement of the participant of the short-time courses significantly improved - 75% of random sampled enterprises confirm that the quality of trained people satisfies their requirements - Beneficiaries attending qualification courses increased 20% over previous attendance figures - 30% of courses are meant for the Unemployed with placement in employment or self-employed activities as an objective - Min. 40 % of trained people are females.
Beneficiaries/ stakeholders & partners	<p>Beneficiaries:</p> <ul style="list-style-type: none"> - The unemployed; raising the level of their professional skill and achieving job placement or for self-employment activities; - Workers of active enterprises who would like to improve their work situation after the qualification or who are facing unemployment; - People who live below the official poverty line. <p>Partners:</p> <ul style="list-style-type: none"> - State Agency for Vocational Education of KR & VET schools - Ministry of Education and Science - State Committee for Migration und Employment - Employers & Chamber of Commerce and Industry - Helvetas AVEP and other donor organizations
Approach and Activities	<p>Donor harmonisation: Donor Workshops (Coordination of activities, -supporting reform)</p> <p>Macro level (System consulting): Consultations with all stakeholders; Lead role in developing and implementing a monitoring-system for the evaluation of further training; Development of a quality standard for further training; Development of modules in economics; Development of further training for electricians, gas/ electric welders, gas and sanitary technicians, construction finishing technicians</p> <p>Intermediate level (work at union level): Consulting CCI & other unions; Support CCI to develop a certification system for further training (PPP bit - media)</p> <p>Micro level (lyceums and enterprises): Consultations; Support for direct cooperation between enterprises and lyceums; Acquisition and installation of equipment (welding); Teaching of multiplicators (welding); Identifying additional equipment required (for training of electricians, gas/electric welders, gas and sanitary technicians, construction finishing technicians)</p>
Geographical regions & Duration	<p>All regions of Kyrgyz Republic</p> <p>Phase I: November 2005 – November 2006</p> <p>Phase II: December 2006 – Mai 2009</p>
Budget	-

Organization & Project title	Helvetas (Swiss Association for International Cooperation) Agricultural Vocational Education Project (AVEP). Implemented by Helvetas; financed by Helvetas, Misereor, GTZ
Objective(s) & Expected results	<p><u>Overall goal:</u> The project contributes to rural development through the promotion of locally owned sustainable financing and delivery mechanisms for educating farmers as rural entrepreneurs, thus raising their social and economic position.</p> <p>Objective 1: Consolidation: Facilitate the absorption of the key components and assets of the farmers' education by the State VET system in order to consolidate the achievements of the first project phase.</p> <p>This objective refers to the handing-over of the curriculum development process for the three year's course to the eight partner schools in Naryn and Batken oblasts with a specific focus on creating enhanced ownership by the stakeholders and sustainable financing mechanisms for the practical parts.</p> <p>Objective 2: Adaptation & Training Governance: Initiate the creation of local ownership for the introduction of co-financing mechanisms in order to implement a modularized program to train young and potential farmers as rural entrepreneurs.</p> <p>Together with the schools, which join AVEP on a competitive basis in its second phase, the project, based on its Naryn experience, develops a new shorter and modularized course for "farmer entrepreneurs" along with creating locally owned vocational education training funds for a sustainable financing of the new course.</p> <p>Objective 3: Lobbying for Systems Reform: Promote the discussion and exchange of selected key policy and operational issues among stakeholders that need to be addressed for institutional and system reform</p> <p>The project strives for the continuous involvement of relevant Government stakeholders in order to receive official recognition of the new course and its co-financing approach. Reform issues concerning the Kyrgyz VET sector as a whole at all levels are addressed by the project through its own lobbying as well as through seeking synergies with other donors and projects working in the reform of the Kyrgyz VET sector.</p>
Beneficiaries/ stakeholders & partners	<p><u>Direct beneficiaries</u> are</p> <ul style="list-style-type: none"> • the students attending the new farmer courses (total over 1200 students and around 500 graduates); • the teachers being trained and coached by the project and using the assets developed with the help of the project (new curricula, textbooks, etc.); • the school administration being trained and coached in modern school management; • the Republican and Oblast Methodological Centers (RMC/OMC) contributing to and being owners of the participatory curricula development processes. <p><u>Partners</u> are:</p> <ul style="list-style-type: none"> • 12 vocational schools in Naryn, Batken, Yssykkol and Chui oblasts for curriculum development and course implementation; • RMC/OMC and State Agency for Vocational Education for curricula development and standardization; • Local Vocational Training Funds for seeking local and national multi-source funding of training costs and generating local ownership; • Rural Advisory Services (RAS), TES Center, agricultural universities in Bishkek and Naryn for textbook development and training of teachers • Misereor, Embassy of the Kingdom of the Netherlands and GTZ Batken for co-financing • GTZ VET project for lobbying and system reform
Approach and Activities	The project develops through participatory processes - involving farmers, teachers, students and representatives of the education authorities - new, market-oriented curricula for training men and women farmers in successfully managing their private farms. Based on the curricula around 70 textbooks in Kyrgyz language were developed and innovations such as an apprenticeship system, real practical lessons and a students' business plan project with micro-credit were introduced. The teachers are continuously trained on the use of the curricula, new technological developments in their subjects and learner-centered teaching methods. The school directors, vice directors and bookkeepers attend half-yearly training programs on improvement of school management. Through the initiation of locally owned training funds, which are responsible for fundraising and course promotion, new additional financial resources from local communities, companies and donors are accessed in order to cover the costs of quality education. Together with its partners AVEP lobbies for a thorough reform of the Kyrgyz VET system.
Geographical regions & Duration	Pilot phase: 2001/02 Naryn oblast Phase I: 2003 – 05 Naryn & Batken oblasts Phase II: 2005 – 08 Naryn, Batken, Yssykkol and Chui oblasts
Budget	US\$430,000 annually

Organization & Project title	International Labor Organization (ILO) International Program on the Elimination of Child Labor (IPEC) Project Title: Combating the Worst Forms of Child Labor in Central Asia through Education and Youth Employment (EYE): An Innovative Regional Program
Objective(s) & Expected results	<p><i>Component I:</i> The national level, at which capacity building projects will be implemented by national institutions and/or IPEC national offices for the benefit of organizations and institutions within participating countries. Capacity building at national level will take special account of national features.</p> <p>Two Immediate Objectives for Component I (I/O I and I/O II) are thus formulated as:</p> <p>I/O I: Awareness and capacity of major stakeholders in the participating countries in place to mainstream child labor and youth employment issues into relevant national policy frameworks.</p> <p>I/O II: Target groups have access to viable alternatives to child labor through the promotion of measures increasing employability and creating decent work opportunities</p> <p>Action will focus on creating and/or strengthening national capacity and developing and implementing pilot action programs (AP) focusing on one or several elements from a menu of interventions.</p> <p><i>Component II:</i> The sub-regional level, at which activities directed at all the countries benefiting from the project will be undertaken. These activities will be those aimed at sharing experience and information across the sub-region and/or those that are relevant to all countries benefiting from the project.</p> <p>The Immediate Objective for component II (I/O III) is formulated as:</p> <p>I/O III: Knowledge base in place and networking at sub-regional level on-going to generate synergy and contribute to building capacity within central areas of fighting child labor through activities related to youth-employment.</p> <p>The project will be executed by ILO-IPEC in close cooperation with IPEC's Sub-Regional WFCL-project that is currently laying the groundwork for tackling the child labor problem in the same four Central Asian Republics. Both projects should be seen as two components of a larger umbrella-program focusing on the same overall development objective, namely: To contribute to the elimination of the worst forms of child labor in Central Asian countries.</p>
Beneficiaries/ stakeholders & partners	<p><u>Direct beneficiaries:</u> A total of 1,480 children will be targeted for withdrawal and prevention from exploitative and/or hazardous work through the provision of educational and non-educational services following direct action from the project. Of this total, 160 will be withdrawn from work and 1,320 will be prevented from being engaged in child labor.</p> <p>Of the total boys and girls to be targeted by the project, 680 will be targeted to receive educational and/or training services.</p> <p><u>Indirect beneficiaries:</u> Indirect beneficiaries are the children, their families and communities who will benefit from an increased awareness on and attention to WFCL. Agencies and organizations with increased capacity to implement sustainable interventions against the WFCL will promote this awareness that will shape development initiatives, policies and government practices.</p> <p><u>Partners:</u> In all four participating countries, National Steering Committees with representatives of workers, employers and NGOs as well as representatives from relevant Government agencies have been formed and meet regularly (Kazakhstan, Kyrgyzstan) or will be formed with the beginning of the project (Tajikistan, Uzbekistan). Child Labor Units in the Ministries of Labor will be set up with the beginning of the project. The respective government agencies for Child Protection will be closely associated as will be the Ministries of Education and of Interior Affairs. The project will also work closely with the Anti-trafficking police units that have been set up in all countries.</p>
Approach and Activities	<p>Activities in all participating countries are set for strengthening the capacity of stakeholders and raising awareness about the issues of the worst forms of child labor. The Education and Youth Employment component is set to core activities focusing on increasing national capacities for assuring access to basic and non-formal education for children withdrawn from or threatened by WFCL. The other activity is focused on assisting the countries in the drafting of the National Action Plans on Youth Employment.</p> <p>Optional activities are focused on: skills development and vocational training; public works and community services; starting a business or income generating activity; group-based youth entrepreneurship, etc.</p>
Regions & Duration	Four Central Asian Countries: Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan. Duration: 2005-2007.
Budget	

Organization & Project title	International Labor Organization Project "Reducing Poverty by Promoting Employment of Youth and other Vulnerable Groups in the Informal Economy of Central Asia and Caucasus"
Objective(s) & Expected results	The project aims at poverty reduction through support for employment and income generating activities for youth and other vulnerable groups in the informal economy of Central Asia and trans-Caucasus. <u>Immediate Objective 1</u> National constituents will have been strengthened and be capable of designing and implementing national employment strategies aimed at effective poverty reduction by boosting employment and income opportunities for vulnerable workers in the informal sector <u>Immediate Objective 2</u> Local government, social partners, and other local actors will have been strengthened and be capable of designing and implementing local economic development strategies aimed at effective poverty reduction by boosting employment and income opportunities for workers in the informal sector <u>Immediate Objective 3</u> Constituents at both national and local levels will have been strengthened in their ability to form partnerships and participatory approaches to design and implement poverty reduction policies through concrete pilot programs based on innovative ILO approaches and embedded in the local economic development strategies <u>Immediate Objective 4</u> Good practices, tools, lessons learned and findings of studies will be shared and widely disseminated in order to contribute to a conceptually coherent program on the informal economy across the countries and facilitating interchange between field and HQ in the preparation and implementation of ILO activities targeting the informal economy.
Beneficiaries/ stakeholders & partners	Target group of the project are the poor in the informal economy characterized by high incidence of poverty due to lack of inclusion mechanisms (especially very weak labor market attachment), in particular unemployed and underemployed youth and displaced persons. Stakeholders and partners: Government of the KR, particularly, Ministry of Labor and State Committee for Migration and Employment; employers and workers organizations.
Approach and Activities	Provide technical assistance to the tripartite partners in developing a National Employment Policy. Pilot activities, for example, capacity building of VET teachers and masters, providing training materials, developing new training materials. Assisting in introduction and implementation of ILO training programs such as (1) Know About Business and (2) Modular Employable Skills.
Geographical regions & Duration	Whole country. Since May 2004.
Budget	For the Sub-region of Central Asia and Caucasus the budget is US\$1,125,000.

Organization & Project title	<p>Intercooperation, Swiss foundation for development and international cooperation</p> <p>Project title: Promotion of vocational training in the forestry and timber processing sectors, implemented by Intercooperation</p>																																																						
Objective(s) & Expected results	<p><u>Objective:</u> The module system for the vocational training for foresters and joiners has been developed and implemented in 5 vocational schools.</p> <p><u>Obtained results:</u></p> <ul style="list-style-type: none"> • During the period of the project implementation, a total of 19 teaching modules have been developed: 11 modules for the training of joiners/carpenters and 8 modules for the training of foresters. • Development of the relevant syllabuses and curricula by the technical advisers. • Articles to be made by students within the framework of the practical training were identified. Later, the list of articles was adapted based on the experiences accumulated in the two pilot vocational schools. • All five vocational schools have received the electronic versions of the corrected syllabuses and the guidelines for conducting the practical training lessons. • Guidelines for the fulfillment of the written work within the framework of the final examinations were developed. • In the 2005–2006 final examinations a total of 147 graduates (62 foresters and 85 joiners) received the certificates confirming the qualification grades that the graduates had been thus awarded. 																																																						
Beneficiaries/ stakeholders & partners	<p>Data on the vocational schools involved in the project implementation are given in the following table:</p> <table border="1" data-bbox="369 651 1792 914"> <thead> <tr> <th>## of vocational school (5 all in all)</th> <th># 4</th> <th># 12</th> <th># 20</th> <th># 67</th> <th># 87</th> </tr> </thead> <tbody> <tr> <td>Location</td> <td>Bishkek</td> <td>Osh</td> <td>Bishkek</td> <td>Gulcha</td> <td>Naryn</td> </tr> <tr> <td>Profession</td> <td>Joiner</td> <td>Joiner</td> <td>Forester</td> <td>Forester</td> <td>Joiner</td> </tr> <tr> <td>Language of teaching</td> <td>Russian</td> <td>Kyrgyz</td> <td>Russian</td> <td>Kyrgyz</td> <td>Kyrgyz</td> </tr> <tr> <td>Year of start of project activities</td> <td>2003</td> <td>2002</td> <td>2002</td> <td>2003</td> <td>2003</td> </tr> <tr> <td>Number of classes (16 all in all)</td> <td>3</td> <td>4</td> <td>4</td> <td>2</td> <td>3</td> </tr> <tr> <td>Number of students (392 all in all)</td> <td>71</td> <td>96</td> <td>96</td> <td>52</td> <td>77</td> </tr> <tr> <td>Number of graduates (147 all in all)</td> <td>18</td> <td>45</td> <td>41</td> <td>21</td> <td>22</td> </tr> <tr> <td>Number of supported trainers (27 all in all)</td> <td>5</td> <td>6</td> <td>6</td> <td>4</td> <td>6</td> </tr> </tbody> </table> <p>Development of curricula and teaching aids have been achieved in a participatory way with involvement of the Department for Primary Vocational Training (DPVT) and the Republican Methodological Centre (RMC).</p>	## of vocational school (5 all in all)	# 4	# 12	# 20	# 67	# 87	Location	Bishkek	Osh	Bishkek	Gulcha	Naryn	Profession	Joiner	Joiner	Forester	Forester	Joiner	Language of teaching	Russian	Kyrgyz	Russian	Kyrgyz	Kyrgyz	Year of start of project activities	2003	2002	2002	2003	2003	Number of classes (16 all in all)	3	4	4	2	3	Number of students (392 all in all)	71	96	96	52	77	Number of graduates (147 all in all)	18	45	41	21	22	Number of supported trainers (27 all in all)	5	6	6	4	6
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Approach and Activities	<p>The adopted strategy is based primarily on the following four components:</p> <ul style="list-style-type: none"> • introduction of module-based curricula developed with the broad participation of the local partners; • production of adequate teaching aids with the involvement of local authors and Swiss trainees; • accumulation of the relevant experiences in the two pilot vocational schools during the first stage of the project activities and subsequent dissemination of the accumulated experiences to other vocational schools involved in the project activities; • implementation of a number of additional special measures aimed at ensuring the future sustainability of the project activities, including training and capacity building for teachers and masters and infrastructure support. 																																																						
Geog. regions & Duration	<p>5 Vocational schools, 1 in Naryn, 2 in Bishkek, 1 in Osh and 1 in Gulcha (Osh Oblast)</p> <p>Duration of the project: from 2001 to June 2006</p>																																																						
Budget	<p>Until 2003, the project was financed by various Swiss donors (the fund raising campaign was carried out by the the School of Architecture, Civil and Wood Engineering (HSB). Starting from 2003, the project was finance by the joint efforts of the KIRFOR Programme, HSB mandate and other Swiss donors, using the funds collected by the HSB. The aggregate budget of the project was \$300 000, allocated as follows:</p> <ul style="list-style-type: none"> • operational budget - \$190 000, excluding the expenses relating to an international adviser and an international consultant; • budget for the international adviser and consultant provided by the HSB - \$ 60 000; • budget for junior Swiss experts (trainees) - \$ 50 000. 																																																						

Organization & Project title	National TEMPUS Office - Kyrgyzstan
Objective(s) & Expected results	Coordination and monitoring of TEMPUS Program's projects in Kyrgyzstan, information on development of educational system in the country.
Beneficiaries/ stakeholders & partners	Higher Educational Institutes (HEIs) = Universities, other institutions related to higher education.
Approach and Activities	Tempus is the European Communities' program focusing on the development of the Kyrgyz higher education system through co-operation with EC HEIs. The program is managed by the European Commission, Directorate General for Education and Culture. There are three principle instruments of cooperation: Joint European Projects (JEPs) for curriculum development, university management and training courses for institution building. Structural and Complementary Measures (SCMs) enhancing the capacity for strategic planning and institutional development of higher education establishments on country's scale. Individual Mobility Grants (IMGs) to professors to travel to EU institutions to attend a specific event linked to a particular reform system process.
Regions & Duration	TEMPUS covers all Kyrgyzstan from 1995 (for the moment 24 Kyrgyz HEIs participated in TEMPUS projects)
Budget	According to the budgetary cycles of TEMPUS up to 1,5 mln. € a year. <u>Funding:</u> <u>JEPs:</u> up to €500,000 for 3-year projects, up to €300,000 for 2-year projects; <u>SCMs:</u> up to €100.000 for 1-year projects; <u>IMGs:</u> up to €5,000 (8 weeks max, towards travel and subsistence costs only)

Organization & Project title	UNDP Vocational Education for Street Children Project
Objective(s) & Expected results	Project will focus on improving the situation of significant numbers of street children with efforts to support the re-integration of street children into normal life through a systematic intervention in the provision of specialised vocational training for street children. To achieve this target UNDP will support 4 main Project areas 1) <i>development of street children teaching methodology and concept</i> 2) elaborate <i>demand driven vocational training curriculum</i> for street children with sufficient <i>methodological base</i> (training materials, books, guidelines etc) 3) strengthening <i>institutional capacity</i> of selected pilot vocational education schools 4) identify gaps in the <i>legal and policy framework</i> and support the establishing favourable street children regulatory framework.
Beneficiaries/ stakeholders & partners	Street children/ UNDP, Akershus University College, MLSP
Approach and Activities	VES selection and evaluation, capacity building, curriculum development, adaptation and implementation
Geographical regions & Duration	Chui oblast (Bishkek and nearest rayons) starting from 2007
Budget	Undefined yet

Organization & Project title	<p>The University of Central Asia was founded in 2000 by the governments of Kazakhstan, the Kyrgyz Republic and Tajikistan, and His Highness the Aga Khan. It is the world's first internationally chartered institution of higher education. The International Treaty and Charter establishing this secular and private University was signed by His Highness the Aga Khan and the Presidents of Kazakhstan, the Kyrgyz Republic and Tajikistan, ratified by the respective parliaments and registered with the United Nations. The Presidents are the Patrons and His Highness the Aga Khan is the Founding Patron and Chancellor of UCA. UCA is a private, independent, self-governing institution which will be governed by an independent Board of Trustees and led by a Rector. It will have three campuses of equal size and stature in each of the founding countries. Currently, the Director General of UCA is in charge of operations and planning at the Central Administration office in Bishkek, Kyrgyz Republic.</p> <p>UCA was created to offer an internationally recognized standard of higher education in Central Asia and create knowledgeable, skilled and creative graduates who will contribute leadership, ideas and innovations to the transitioning economies and communities of the region.</p> <p>The mission of UCA is to promote the socio-economic development of Central Asia's mountain societies, while at the same time helping the diverse peoples of the region to preserve and draw upon their rich cultural traditions and heritages as assets for the future.</p> <p>UCA's School of Professional and Continuing Education (SPCE) is Central Asia's first provider of formal, university-based, non-degree educational programmes, offering vocational, professional development and personal improvement opportunities to youth and adults. Established in 2006, SPCE is UCA's first operational academic programme, and has the mission of fostering economic development. It does this by responding to trends and needs in the local economies of the communities in which it operates and offering courses that improve employment and income generating opportunities for youth and adults, and professional development opportunities for mid-career professionals. By building vocational skills and professional competencies, SPCE will encourage entrepreneurship in the region and stimulate economic development</p>
Objective(s) & Expected results	<p>SPCE emphasizes tertiary short-cycle education (TSCE), which is well developed in advanced economies but still new to Central Asia. Instead of a university degree, TSCE give students intense training, usually in one year or less, that results in a widely accepted qualification to perform industry-specific tasks. SPCE intends to contribute to educational reform in Central Asia by demonstrating the value of its programs in helping its students become internationally competitive for careers and business opportunities.</p>
Beneficiaries	<p>Programmes are open to any qualified applicant residing within or beyond the campus communities.</p>
Approach and Activities	<p><i>Enterprise Development and Management:</i> for entrepreneurs to start and improve small enterprises or for professionals in finance and management who need to upgrade their qualifications</p> <p><i>Information Technology and New Media:</i> For current and prospective IT professionals as well as business management and administration staff seeking to upgrade their skills</p> <p><i>Applied Languages:</i> For entrepreneurs, students & professionals seeking higher competencies in English, Russian, and Chinese for specific purposes, such as business or education</p> <p><i>Public and Social Sector Management:</i> For policy administrators, public officials and managers in education, government and public health</p> <p><i>Vocational Education and Training:</i> For those seeking to acquire skills and experienced skilled workers looking to upgrade skills and qualifications. Vocational courses that are or will be offered include carpentry, construction, painting and plastering.</p> <p><i>Post-Graduate Preparatory Programmes:</i> For undergraduate and graduate students seeking to enhance their analytical and critical thinking skills for future study.</p> <p><i>Professional Development:</i> For mid-career public servants and other professionals seeking knowledge or skills in a format less demanding and more flexible than full-time study. Professional development courses that are or will be offered include accounting, language for specific purposes, computers and information technology, small business management, and tourism planning and development.</p> <p><i>Personal Development and Improvement:</i> For those interested in short-term courses teaching best practices in leadership, critical thinking, problem solving, decision-making and other skills to address the social and economic needs of their communities.</p>
Geographical regions & Duration	<p>In 2003, UCA created the School of Continuing Education (SCE) which offered a variety of short-term courses and workshops. In 2005, it was decided that a more focused approach was needed, with a mandate to foster economic development through the provision of fewer but higher quality course offerings. On the basis of this assessment, SPCE was created in 2006. The University was established in perpetuity and SPCE will continue to function as long as it is needed by UCA to fulfill its mission in the region.</p>
Budget	<p>TBA</p>

Organization & Project title	<p>“Rural Education” Project under the Ministry of Education, Science and Youth Policy</p> <p>Funded by the World Bank</p>
Objective(s) & Expected results	<p>The <u>objective</u> of the Rural Education Project is to improve learning and learning conditions in primary and secondary schools, with priority attention to rural areas.</p> <p>To promote this objective, the Project would support six activities: a) the development of a performance management system for teachers and principals and of a related salary-based performance incentive scale, the application of the performance incentive scale in Issykul and Talas oblasts, and the development and implementation of a targeted, nationwide teacher fellowship program to help attract new teacher graduates to teach in rural schools in subjects with acute vacancies; b) the development and implementation of Learning Improvement Plans by school Boards of Trustees in schools in Issykul and Talas oblasts; c) the introduction of an improved process of textbook authorship, selection, and production, the introduction of an improved textbook rental scheme, and the provision of textbooks and learning materials to primary and secondary schools throughout the country; d) strengthened student assessment; e) strengthened education budgeting and strategic planning by the Ministry of Education; and f) strengthened project management capacity. These activities are supported through six components, described below.</p>
Beneficiaries/ stakeholders & partners	<p>(1) project partners – donors such as ADB, PEAKS, USAID, etc., Government and Civil Society</p> <p>(2) beneficiaries – Government, schools</p>
Approach and Activities	<p>Capacity building; teachers/schools principals incentives development; update of textbooks and learning materials; curriculum development, adaptation and implementation; strengthening of education strategic planning and program budgeting; development and implementation of Learning Improvement Plans by school Boards of Trustees</p>
Geographical regions & Duration	<p>For education strategic planning and program budgeting – entire country;</p> <p>Other activities – in pilot regions such as Issykul and Talas oblasts</p> <p>5 years (2006-2010)</p>
Budget	<p>The project would be a Sector Investment Loan (SIL), financed by an IDA Grant of US\$15 million equivalent, and counterpart-fund financing of US\$0.5 million SINCE 2005.</p>