

TVET Policies for Employment and Entrepreneurship in the Kyrgyz Republic

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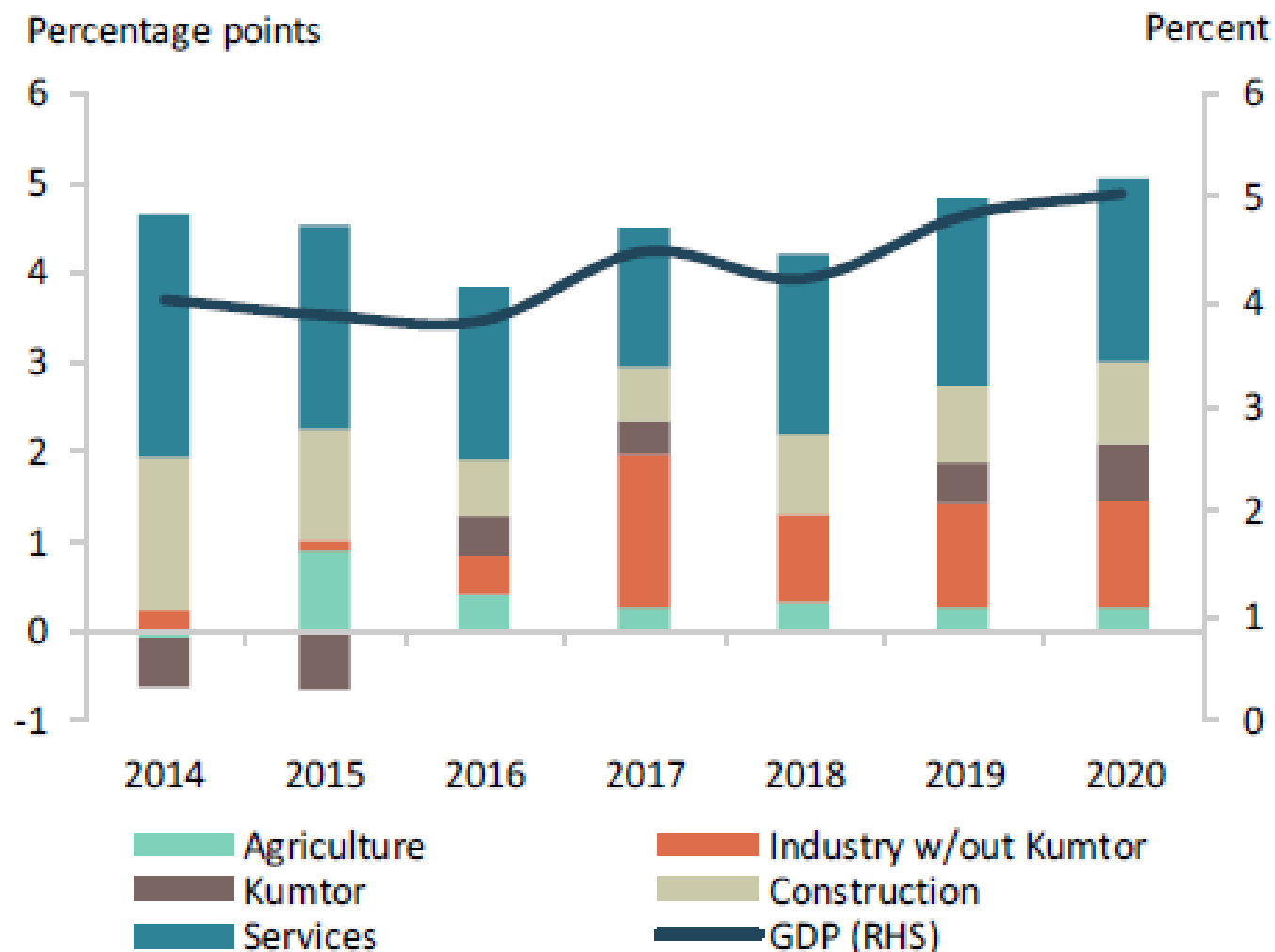
National Economic and Social Development Plan

- Many plans and strategies were adopted in the Kyrgyz Republic since its independence in 1991.
- Comprehensive Development Base Program (2001), the National Poverty Reduction Strategy (2003), the New Economic Policy (2009).
- National Strategy for Sustainable Development 2013-2017.
- Strategy of Education 2012-2020
- A Draft of the National Strategy for Sustainable Development of the Kyrgyz Republic (NSSD) for 2018-2040 is being developed.

Almost all these Programs and Strategies Failed because of...

- Political Instability in the country...
- Quite high level of Corruption (135th out of 180 countries, TI, 2018).
- A huge share of the shadow/informal economy.
More than 50% of GDP by unofficial sources!!
- Almost **1/3 of the working age population in migration** working mostly in Russia and Kazakhstan (90%).

FIGURE 1 Kyrgyz Republic / Real GDP growth and contributions to real GDP growth



TVET System in the Kyrgyz Republic

“blue collar vs. white collar workers”

- TVET system is divide into 2 parts:
 1. Primary Vocation Education – coordinated by the Agency for Primary Vocational Education (ANPO - abbreviation in Russian) under the Ministry of Education and Science (MOES) of KR. It’s mandated to develop skilled workers and craftsmen for the labor market. PVS education is mainly free (excluding short-term courses) and students from poor families get free boarding and stipends. Low achievers admitted? 101 PVES.
 2. Secondary Vocational Education – managed directly by the MOES. Most SVS students pay fees. It’s mandated to develop middle-level manpower such as technicians to become foremen and supervisors. 139 SVES.

TVET Policies for Employment – almost 60% in the informal sector

- PVET - more than 30,000 enrollment – 2015-2016. Of these 22.5% of them in construction, 17% of future agricultural specialists, 16% of employees transport industry, 15% - light industry, 10% are sent to the service sector, tourism and ITC.
- In short courses, 63% of enrollment is in 3 areas - auto mechanic/auto mechanic-driver (33.9%), cook/pastry/cook-decorator (17.1%), and electric/gas welder (12.4%).
- Predominantly male students.

TVET Policies for Employment

- SVET Enrollment – 32,000 (4000 state funded placements), 2015-2016
While there are more than 20 broad areas of specialization, the graduates are concentrated in four areas which account for:
 - more the 70% of graduates, namely: public health (nurses), education, economics and management, and humanities and social sciences. Education – Primary School Teachers – 2 years compulsory work after graduation.
 - Graduates in industrial technology, agriculture and fishery, forestry and food technology combined account for about 20%. IT training is being pushed hard!
 - Predominantly female students.

TVET Policies for Entrepreneurship

- 50% of the economically active population engaged in private entrepreneurship in the field of agriculture.
- Only a few TVET schools (lyceums and colleges) offer such programs in private entrepreneurship.
- MOES people say that entrepreneurship programs are being developed.

Policy Implications

- Establishing closer connections between Private Sector (Employers) and TVET System - PPP. However, No Policy Framework is Now in Place to Encourage this.
- Underfinanced TVET system: There is a need for increasing financial contributions (by the Government and Non-Governmental actors or sources). TVET is like a “stepson” of Government.
- Some decentralisation in academic, administrative and financial areas of Vocational Schools is recommended.
- Capacity development in TVET system of KR. A systematic pre- and in-service training for TVET teaching staff should be set up.
- PVS and SVS systems should be merged for more effective management like in Kazakhstan and other developed countries.