



SURVEY OF IVET GRADUATES – KEY RESULTS



Structure

Design and Methodology of the Survey

Findings

- motivation and future aspirations
- evaluation of skills gained
- evaluation of teaching and learning environments
- job placement post-graduation
- satisfaction with current job
- relevance of vocational education and training to current job
- graduates' satisfaction with skill readiness
- suggested enhancements and modifications at the provider level

Conclusions



Survey objectives

- Launched to collect data on IVET graduates' transition to the labour market, evaluate efficiency, effectiveness, and relevance of IVET programs
- Understanding regional differences and variations across fields of specialization
- Initiated by the Ministry of Education and Science with EU-funded ETF's DARYA project support

Study Goals

Generate evidence-based insights to enhance VET programs

Ensure programs are responsive to labour market demands

Equip graduates with relevant skills



Methodology

- Conducted at IVET level under the Ministry of Education and Science of Kyrgyzstan
- VET lyceums with an important role of survey dissemination and data collection
- Same questionnaire for all lyceums – ensure comparability

Two main phases: ***exit survey and employment survey***

Conducted between June and December 2024

Key Sections and Questions Addressed

Study motivation; Future plans; Assessment of teaching quality; Study conditions; Acquired skills; Labour Market Situation; and Current employment relevance



Fieldwork

Target population: 2024 graduates from 93 VET lyceums

42% response rate in initial survey phase

57% response rate in follow-up phase

Figure 1: Survey at the end of studies

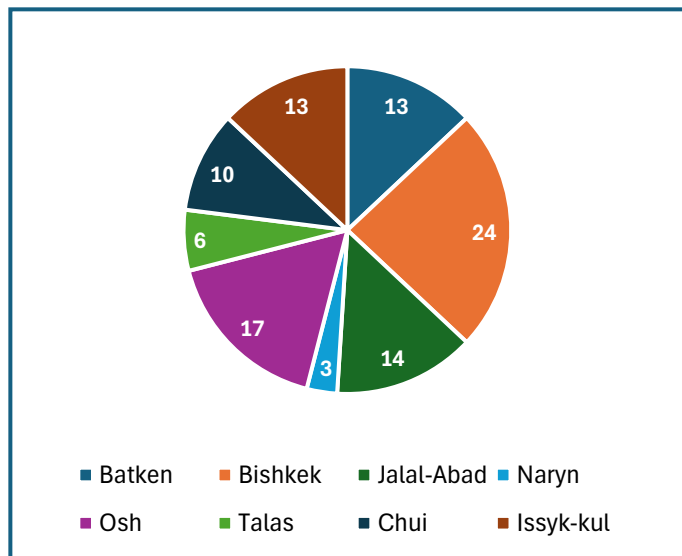
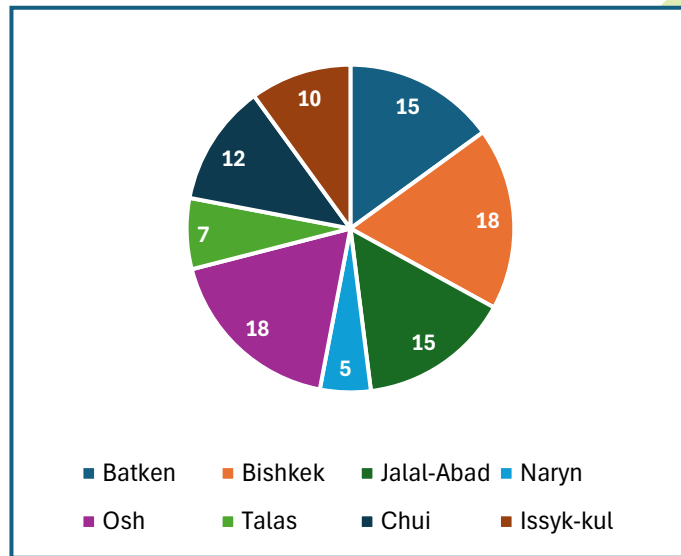


Figure 2: Follow-up survey, 6 months after graduation





Findings

Most students chose a profession that resonates with their personal interests, yet one fifth considered dropping out during their studies

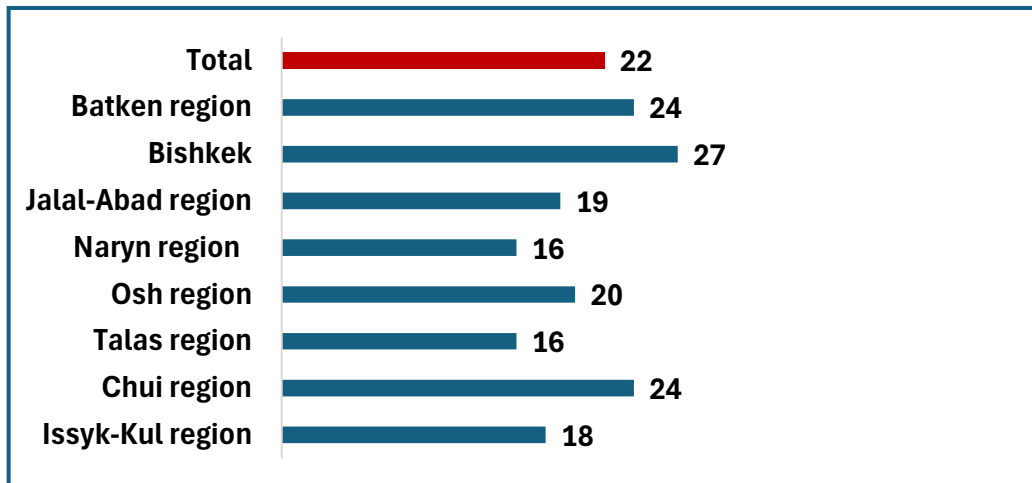
Reasons for Choosing Study Programmes

66% chose based on interest in specialisation

9% chose due to relevance to labour market needs

6% chose based on career guidance

Figure 3 Share of respondents who considered dropping their studies, by region (%)



Source: Survey of graduates from IVET in Kyrgyzstan – Phase 1, 2024

Consideration of Dropping Out

51% faced difficult family situations

18% had study difficulties

12% did not like study conditions

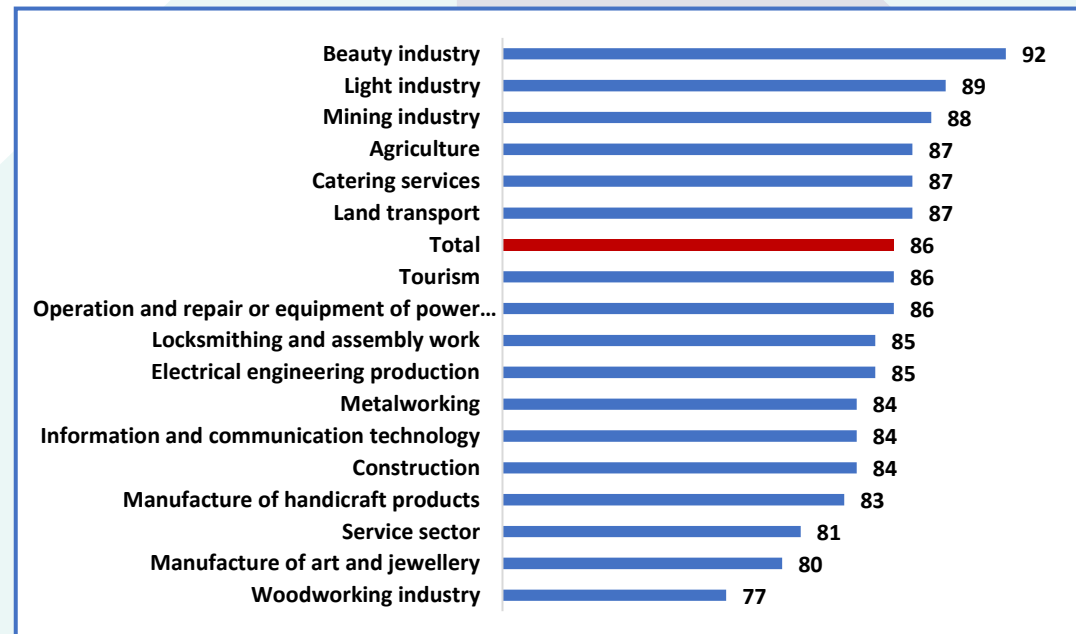


Most students planned to continue their studies at the university or seek work abroad

- **54% of students planned to continue their studies after graduation** (especially in the field of ICT and Operation and repair or equipment of power plants, electric and communication networks)
- 16% aimed to look for work abroad
- 14% wished to start their own business (especially in the field of Metalworking, Construction, or Catering services)



Figure 4 Percentage of respondents intending to work in their studied profession, by economic sector corresponding to study specialisation (%)



Note: Printing production, Manufacture of radio and wire communication equipment, Water transportation, Stone processing industry and Railway transportation excluded due to a small number of cases.

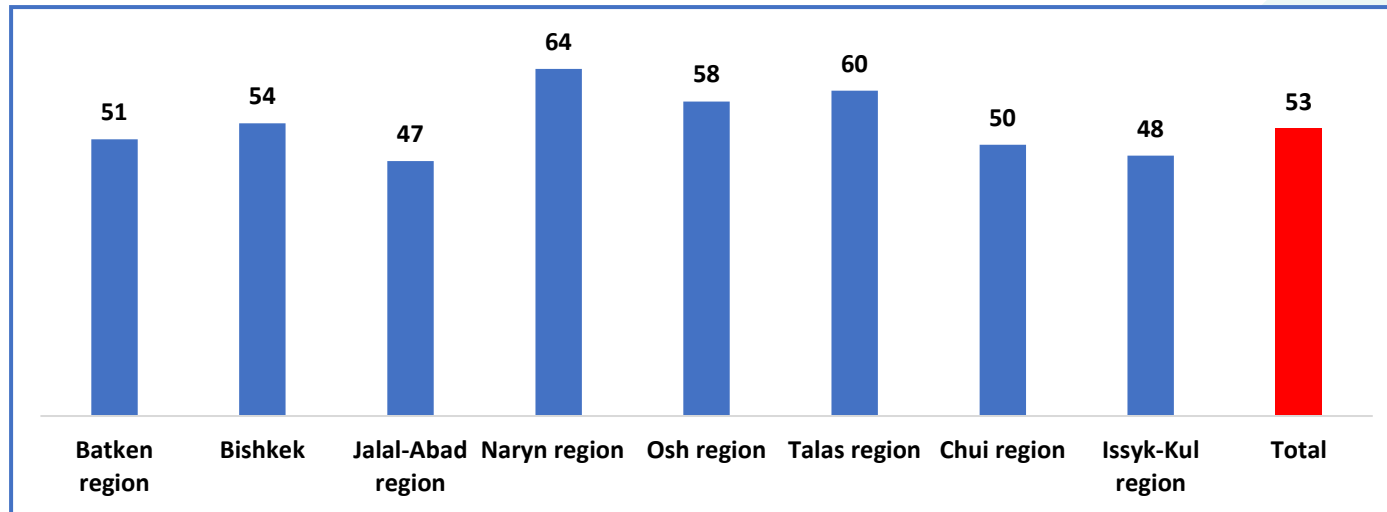
Source: Survey of graduates from IVET in Kyrgyzstan – Phase 1, 2024

About half of the students were fully satisfied with their training

- **High satisfaction** among students in the Beauty, Mining and Light Industry
- Lower satisfaction among students in Tourism and Operation and repair or equipment of power plants, electric and communication networks programmes



Figure 5 How satisfied are you with the level of training in your profession (% of those completely satisfied), by region



Source: Survey of graduates from IVET in Kyrgyzstan – Phase 1, 2024

About half of the students gained very good skills in teamwork and decision-making

- 49% of respondents reported gaining very good skills in teamwork
- 48% of respondents gained very good skills in decision-making
- Four out of ten students gained very good skills in problem-solving, time management or prioritisation

- Teamwork: Beauty Industry and Mining
- Decision-making: Manufacture of Art and Jewellery, Mining, and Beauty Industry

Students in the Woodworking Industry, Tourism, and Operation and repair or equipment of power plants, electric and communication networks programmes reported lower levels of proficiency

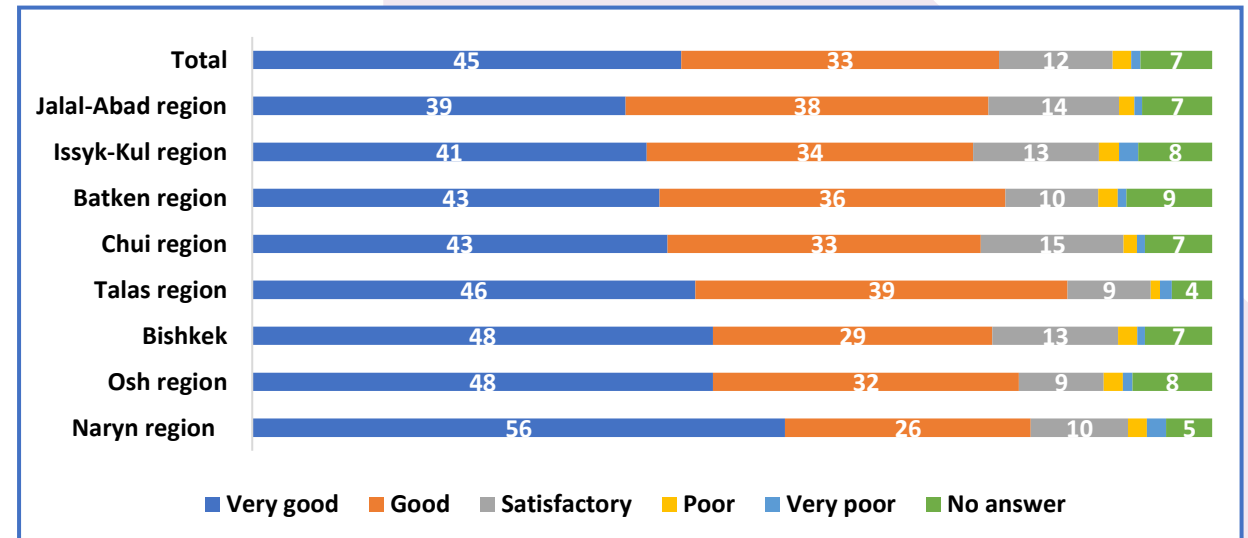


Satisfaction with the quality of teaching is high

- 45% of students rated the quality of teaching as very good, 33% as good
- Highest satisfaction with teaching in Beauty industry
- Lowest in programmes related to Mining, Construction and Agriculture



Figure 6 How would you assess the quality of teaching at your institution? (%), by region



Source: Survey of graduates from IVET in Kyrgyzstan – Phase 1, 2024

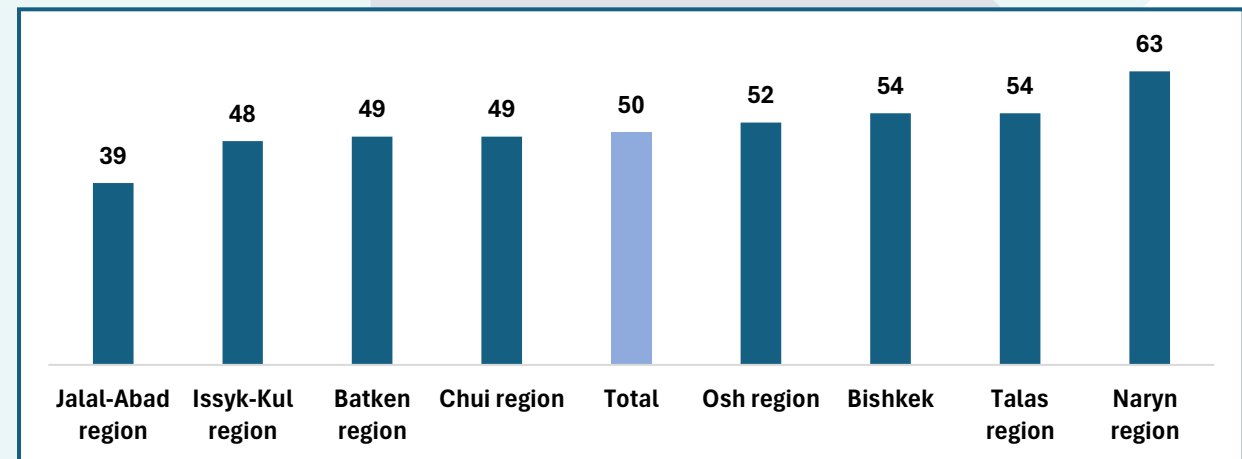
Satisfaction with the material and technical base varies across regions and specialisations

- Highest satisfaction - students in the Beauty Industry and Woodworking
- Lower satisfaction levels among students of Construction and Service Sector
- Technical issues/problems reported more in

*Talas, Jala-Abad and Osh regions
Programmes related to Metalworking,
Tourism and Electrical engineering production*



Figure 7 How do you assess the material and technical base of your education institution? (% of those saying “very good”), by region



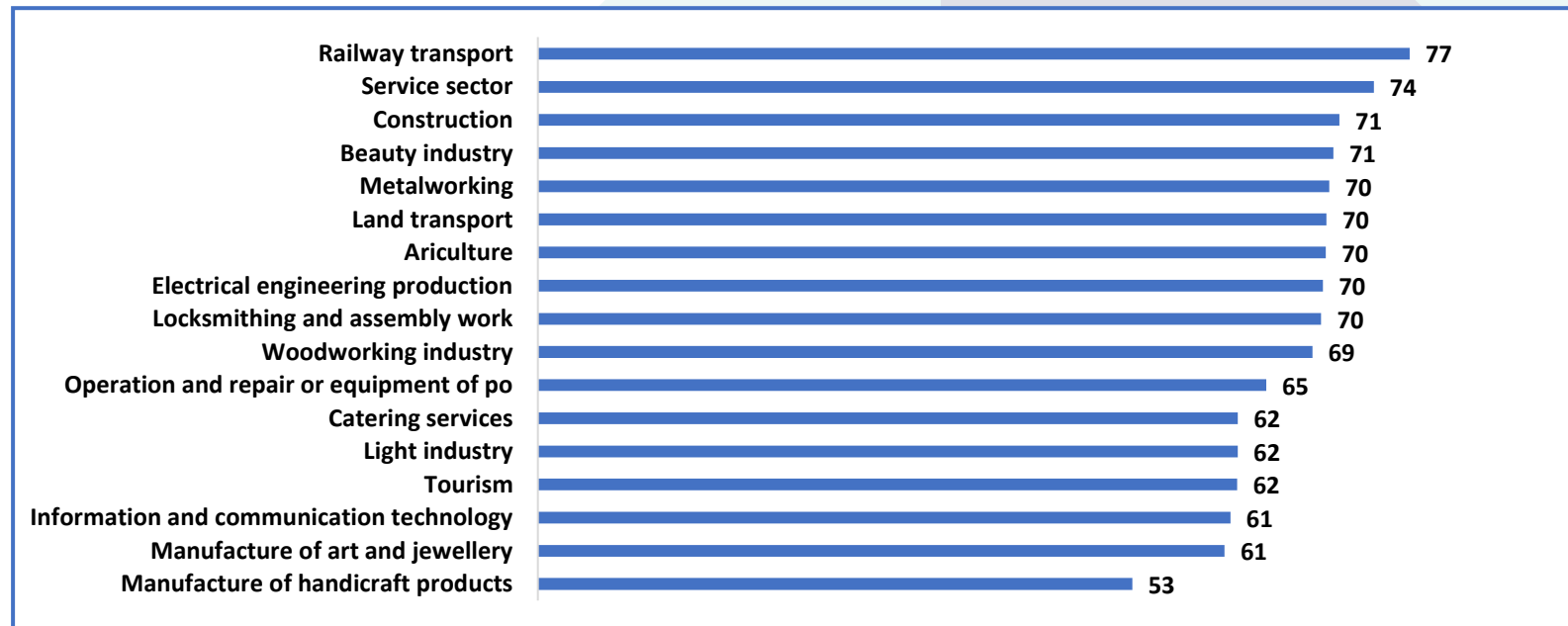
Source: Survey of graduates from IVET in Kyrgyzstan – Phase 1, 2024

High share of employed graduates among those who specialized in railway transport, service sector, construction, or beauty services

34% of graduates worked full-time and 9% part-time
 23% were self-employed/employers
 16% were unemployed



Figure 8 Share of employed graduates (incl. employees, self-employed and employers) (%), by economic sector corresponding to study specialisation

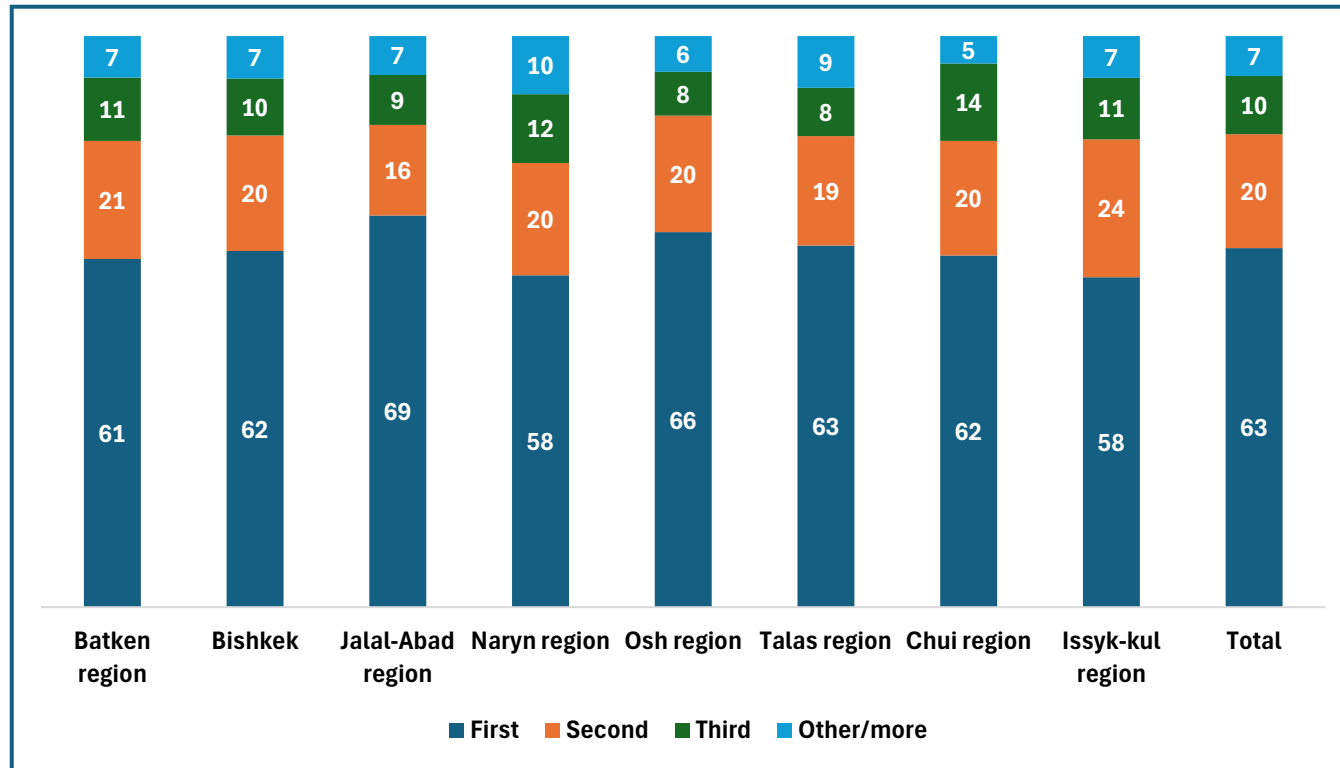


Note: Printing production, Manufacture of radio and wire communication equipment, Water transportation, Stone processing industry and Mining excluded due to a small number of cases. Source: Survey of graduates from IVET in Kyrgyzstan – Phase 2, 2024

Majority of graduates were working in their first job post-graduation



Figure 9 My current job is.....



Higher mobility among those who studied in Naryn and Issyk-kul regions

and among those with specialisations relevant to Tourism and Woodworking

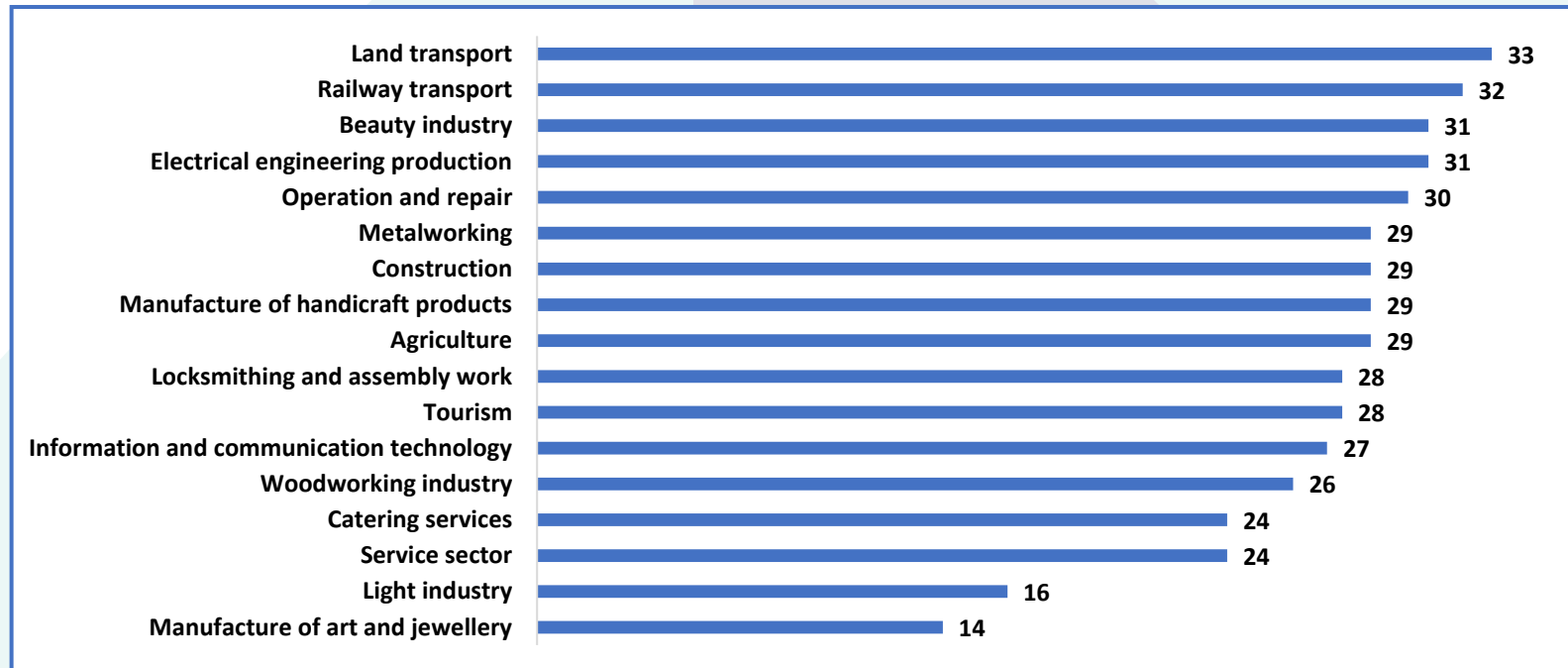
Note: Data restricted to the employed graduates. Source: Survey of graduates from IVET in Kyrgyzstan – Phase 2, 2024

Employed graduates report high satisfaction with their jobs

- **95% of working graduates express satisfaction** with their current employment
- 27% intend to seek new jobs, primarily due to inadequate salaries, a desire for further education, and the aim to work in their chosen field.
- **Job change** intentions are more common in technical, operational, and high-skill industries



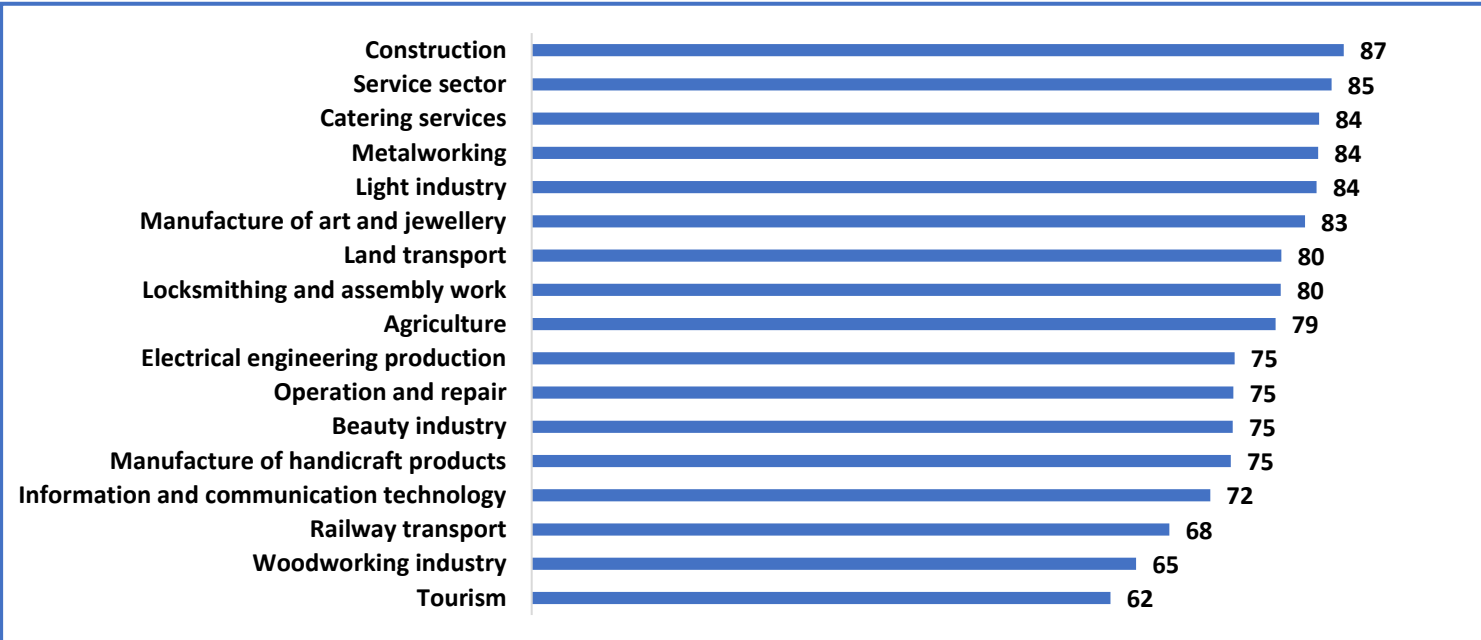
Figure 10 Do you plan to change your job (% yes), by economic sector corresponding to study specialisation



Note: Data restricted to the employed graduates. Printing production, Manufacture of radio and wire communication equipment, Water transportation, Stone processing industry and Mining excluded due to a small number of cases. Source: Survey of graduates from IVET in Kyrgyzstan – Phase 2, 2024

Majority of employed graduates work in their specialisation or a related one

Figure 11 Do you work in line with your profession? (%), by economic sector corresponding to study specialisation



Note: Data restricted to the employed graduates. Printing production, Manufacture of radio and wire communication equipment, Water transportation, Stone processing industry and Mining excluded due to a small number of cases. Source: Survey of graduates from IVET in Kyrgyzstan – Phase 2, 2024

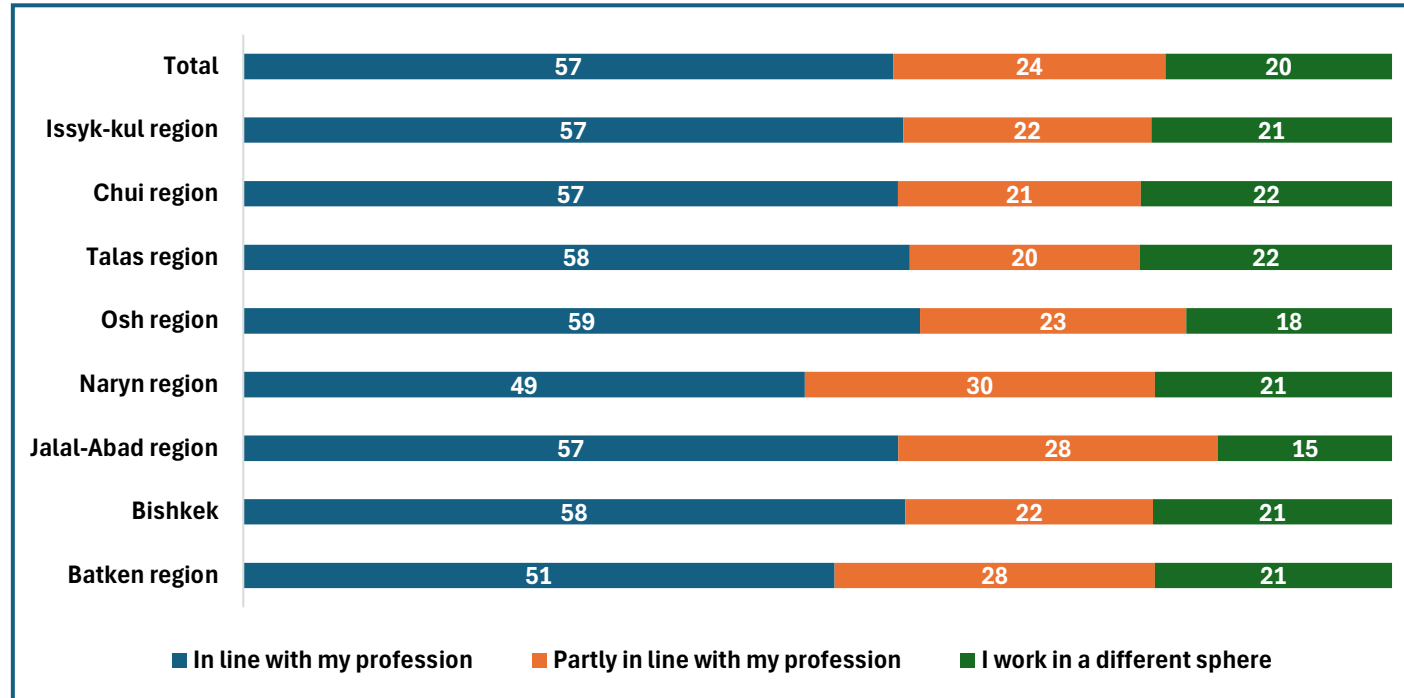


Most common reason for working “outside” own specialisation:

- difficulty to find work in the specialization (35%)
- loss of interest in the field (21%).

The degree of horizontal match differs by region and specialisation

Figure 12 Do you work in line with your profession?, by region (%)

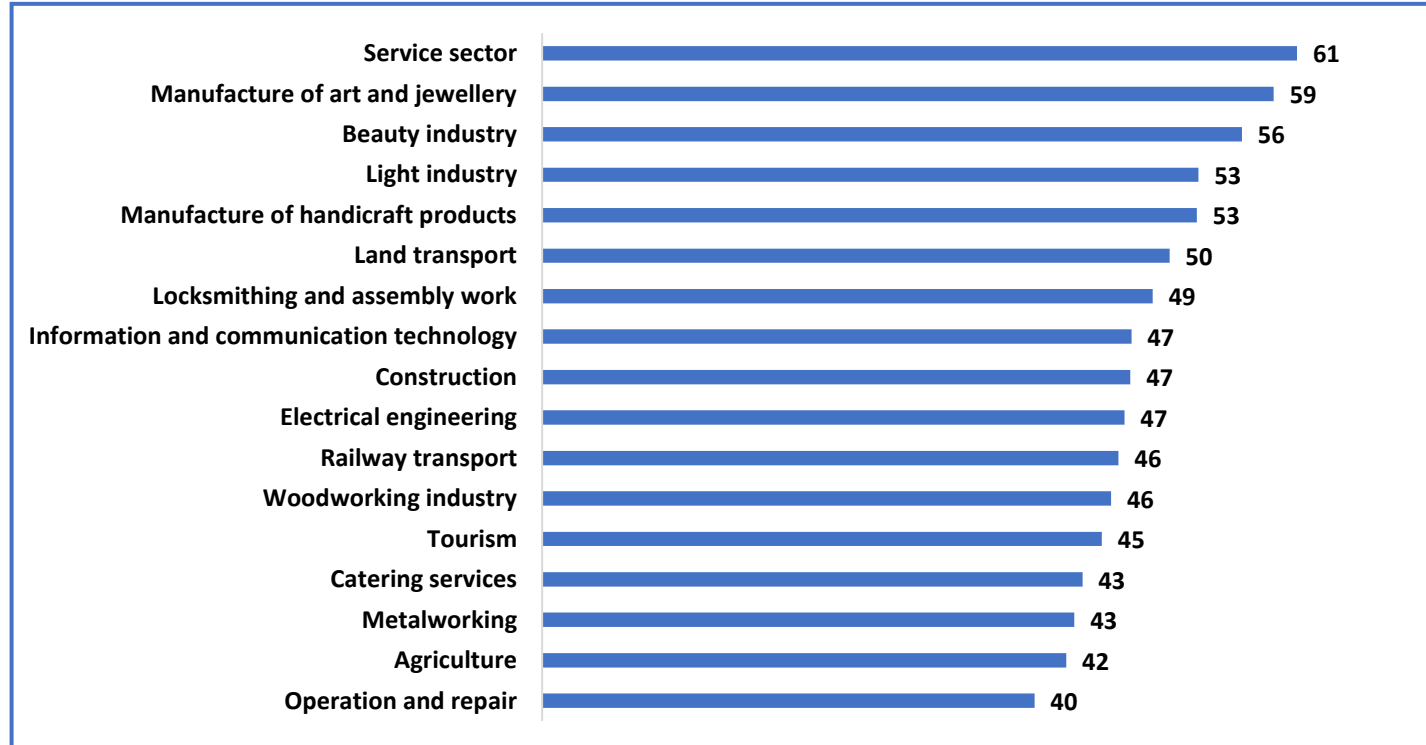


Note: Data restricted to the employed graduates. Source: Survey of graduates from IVET in Kyrgyzstan – Phase 2, 2024



Skills gained by graduates are utilized partially in current jobs

Figure 13 To what extent do you use the skills you learnt at the lyceum in your current job (%), by economic sector corresponding to study specialisation



Note: Data restricted to the employed graduates. Printing production, Manufacture of radio and wire communication equipment, Water transportation, Stone processing industry and Mining excluded due to a small number of cases. Source: Survey of graduates from IVET in Kyrgyzstan – Phase 2, 2024



Regional variations in skill usage

Chui, Naryn, and Issyk-Kul regions report highest skill usage (around 50% of graduates)

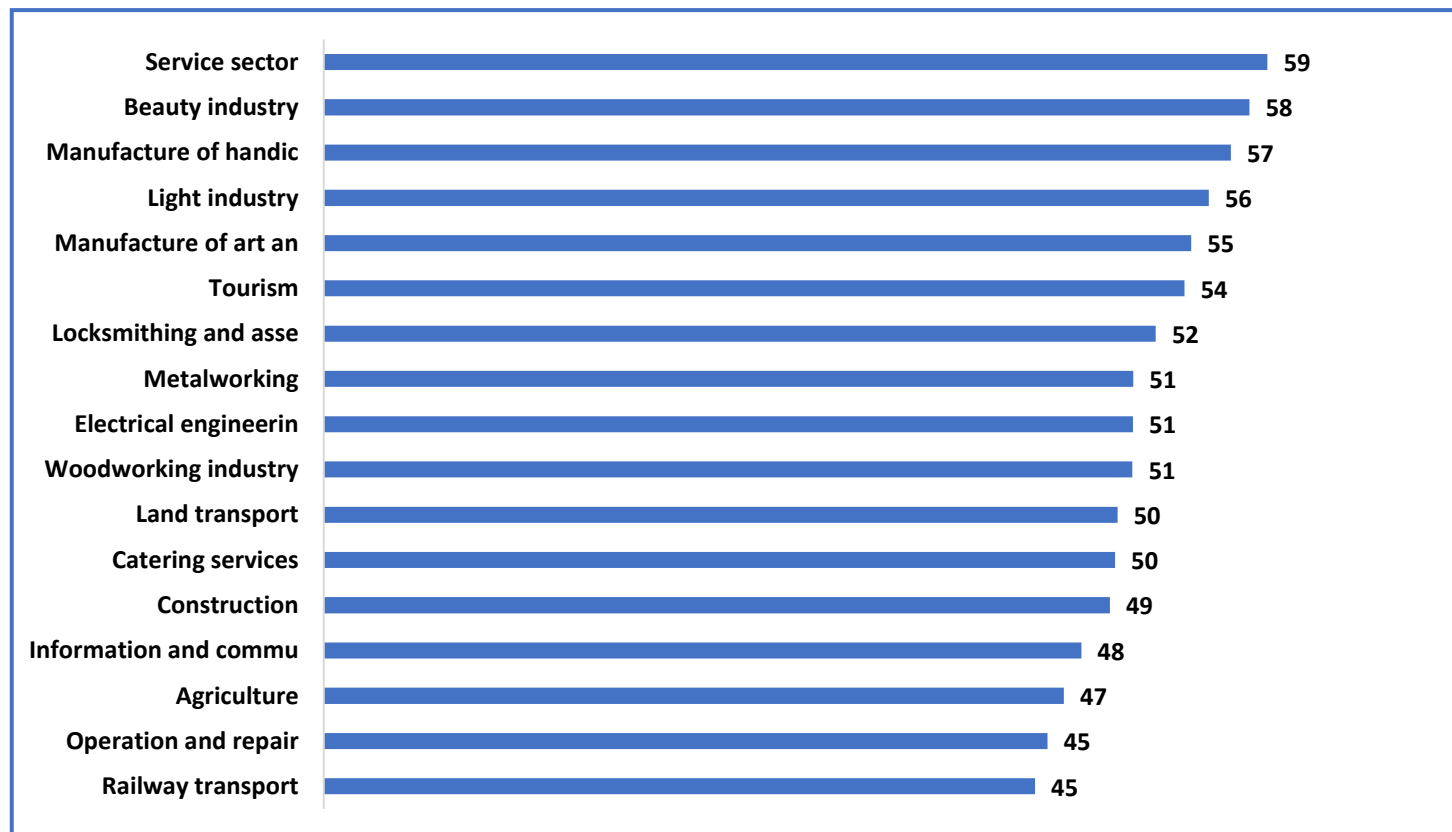
Specialization-based skill utilization

Service sector, Manufacture of art and jewellery, and Beauty industry report highest skill utilization

Agriculture, Metalworking, Catering services, and Operation and repair show lower skill usage

Graduates generally feel that their studies were useful in preparing them for their current jobs

Figure 14 In your opinion, how well did your studies prepared you for your current job? (%), by economic sector corresponding to study specialisation



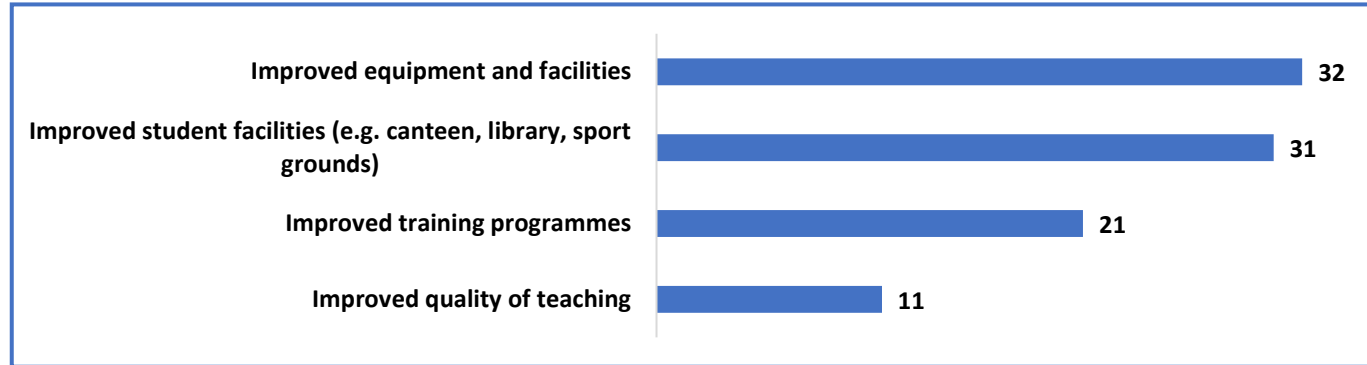
Note: Data restricted to the employed graduates. Printing production, Manufacture of radio and wire communication equipment, Water transportation, Stone processing industry and Mining excluded due to a small number of cases. Source: Survey of graduates from IVET in Kyrgyzstan – Phase 2, 2024



Participants have identified improved practical classes and updated study equipment as crucial



Figure 15 In your opinion, what improvements are most needed in your education institution? (%)

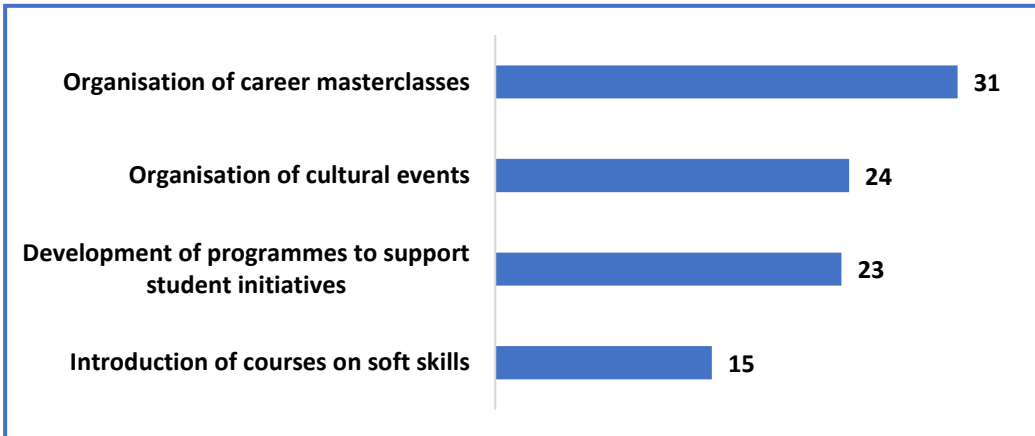


Source: Survey of graduates from IVET in Kyrgyzstan – Phase 1, 2024

- Most critical improvement linked to the increase in the number of practical classes and better study equipment and facilities
- Study equipment and facilities - particularly needed by those in Construction and Land transport programmes

Organisation of masterclasses, introduction of interactive whiteboards and educational applications are desirable

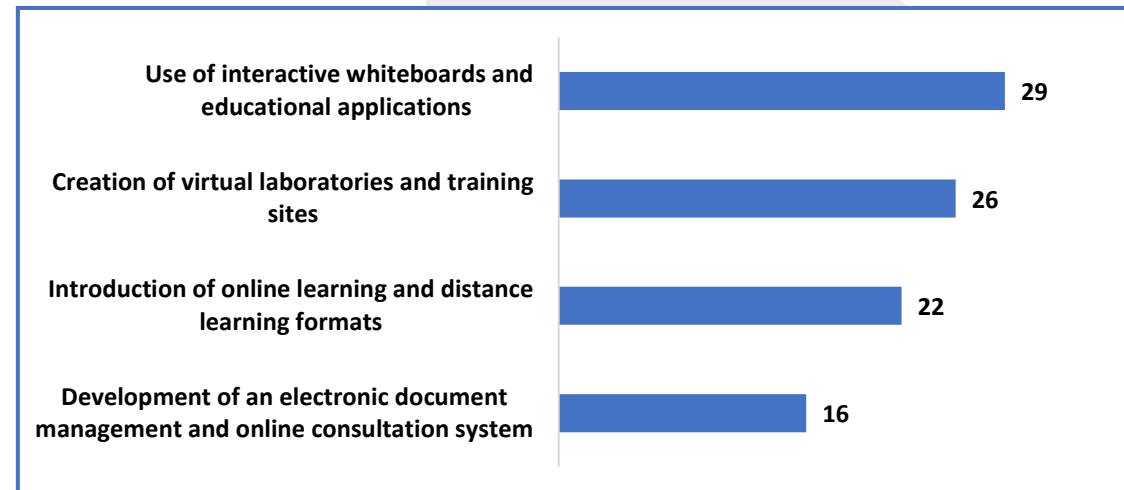
Figure 16 What additional services or activities do you consider desirable to be introduced in your education institution? (%)



Source: Survey of graduates from IVET in Kyrgyzstan – Phase 1, 2024



Figure 17 What technology/innovation would you like to see at your institution? (%)



Source: Survey of graduates from IVET in Kyrgyzstan – Phase 1, 2024

Key takeaways

Satisfaction Levels:

- Around 50% of students were fully satisfied with their training
- Higher satisfaction in **Naryn and Talas**, lower in **Jalal-Abad and Issyk-Kul**
- Sectors with the highest satisfaction: **Beauty, Mining, Light Industry**
- Lower satisfaction in **Tourism and Equipment Repair** programs

Employment outcomes:

- Many graduates pursued work in their field, particularly in Beauty, Mining and Light industry
- Strong alignment in Construction and Service sectors, weaker in Tourism, ICT, railway transport and woodworking
- Reasons for working outside specialisation: job scarcity and career shifts
- High overall job satisfaction, but some concerns about salary and career growth



Key takeaways

Challenges & Dropout Rates:

- Most students chose their programs based on interest or job market relevance
- 1 in 5 students considered dropping out, with highest rates in Bishkek
- Many planned to continue education or seek jobs abroad

Areas for Improvement:

- More hands-on training and better educational resources
- Technical fields need improved equipment, while service-oriented programs require better student amenities
- Integration of modern technology (e.g., interactive tools, digital learning)
- Greater focus on career-oriented training, such as masterclasses and sector-specific skills development



Way forward

Continued work and strengthening of:

- Curriculum & Training Quality
- Strengthen Career Counselling & Guidance
- Increase Practical Training Opportunities
- Targeted Regional Improvements
- Strengthen Industry Partnerships

