

# TORINO PROCESS 2014

# TAJKISTAN



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## EXECUTIVE SUMMARY

The market economies of post-Soviet countries have developed from significantly different starting points. Natural resources, demographic issues, ethno-cultural traditions, economic potential and communications shape the socio-economic environments of the individual countries and configure the space for the formation and development of their labour markets and economies as a whole.

A key characteristic of the Tajikistan labour market – together with the transformation of social structures and the consequences of the global financial and economic crisis – is its labour surplus.

Labour redundancy affects the process of establishing labour market regulation in the context of market management and control. Conditions in transition and post-crisis economies become even worse. In particular, the quality of the labour force declines and unemployment rates rise.

The inability of the economy to employ the available workforce on the domestic (national) labour market creates temporary labour emigration to the external (foreign) labour market. As a result, a 'dual-component' labour market has evolved, comprising emerging domestic employment opportunities and foreign labour migration (Ashurov, 2012, pp. 54-55).

In this regard, it is necessary to take into account the features of labour market formation and regulation in an environment of labour redundancy and market globalisation. This requires the design and implementation of appropriate approaches to assess the present state of market development in terms of its internal and external components.

One of the dominant factors shaping the labour market is the labour force development process. There are very limited institutional quantitative and qualitative capabilities to adapt the workforce to the needs of the labour market and its complexity.

Limited territorial mobility and restricted access to higher professional education by poor people in Tajikistan have increased even more the social significance of vocational education and training (VET). Existing mechanisms are incapable of using the potential of the available labour force in a labour-abundant region. Various VET components are currently in a poor state. Such a situation requires the implementation of substantial reforms to strengthen the economic and social contributions of the VET system.

The analysis undertaken in the 2013-14 round of the Torino Process shows that labour redundancy is still a feature of the country's current economic stage of development. Between 2004 and 2013, average annual growth rates of population and labour resources<sup>1</sup> were 2.32% and 3.13% respectively. The share of labour resources employed during this period decreased by 6.6 percentage points and amounted to 47.8% in 2013 (see Table A.1.1 in the Annex).

Limited institutional capacity creates a poor quality workforce. After completing primary and secondary education an average of 85 000 to 90 000 young people enter the labour market each year without vocational training (Government of the Republic of Tajikistan, 2012b, pp. 15-16). As a result, approximately 80% of those officially registered as unemployed with the employment services are unskilled (Ashurov, 2009. p. 32).

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<sup>1</sup> According to the methodological explanation provided by the government's statistics agency, this is the employable population at working age (15-58 years for females, 15-63 years for males) (TAJSTAT, 2013b, p. 43).

To ensure effective professional development of this part of the workforce, the government established a system of adult education and training in 2008. Its aim is to implement the principle of lifelong learning in the country's education system.

Tajikistan's system of initial vocational education and training currently includes 66 public vocational lyceums and 28 public adult training centres located throughout the country, 2 continuing vocational education schools affiliated with the University of Central Asia and more than 250 private centres of professional and additional education.

After the collapse of the former Soviet Union, fundamental changes took place in the economic and social sphere. However, the education system was not flexible enough to adapt to emerging labour market needs. The system's focus was on self-preservation during the 1990s.

In June 2006, the 2006-15 National Action Plan for VET Reform in the Republic of Tajikistan was adopted (Government decision No 387, 3 June 2006). The plan includes actions by state and non-state bodies. Prior to this, several actions recognising the social and economic importance of VET were adopted. These are the State Educational Standard for VET (order No 419, 4 November 2002); the Law on Initial Vocational Education (order No 21, 22 April 2003), and the state concept for reforming the Tajik VET system (order No 387, 1 October 2004).

The functioning and development of the VET system in Tajikistan faces serious problems due to both external and internal factors.

Despite the progress achieved over the last 10 years, the current training environment is characterised by materials that are often damaged, technologically outdated, not adapted to the requirements of the labour market and the current theoretical content of education; weak human resources; weak organisation of the educational processes; and inefficient management (Government of the Republic of Tajikistan, 2012a, pp. 6-9).

Progress was achieved in the period following the drafting of the Torino Process report in 2012. This was evident mainly in the introduction of the Law on Training Specialists Based on Labour Market Needs (parliamentary resolution No 895, 1 August 2012) and the new version of the Law on Education (parliamentary resolution No 1004, 22 July 2013).

The Law on Training Specialists Based on Labour Market Needs is a well-timed and opportune initiative. In terms of content and priorities, it recognises the current state of the VET system. It brings the VET system more into line with labour market and employment needs for the first time.

This law establishes the legal basis for a permanent mechanism that matches the demand for professional skills with their supply. However, the implementation of such a mechanism is currently at an early stage and is not compatible with the human resources capacity of the VET system and the financial capacity of the country.

Initiatives for developing a medium-term action plan for 2016 to 2020 based on strategic documents and mechanisms for implementing the Law on Training Specialists Based on Labour Market Needs are therefore urgently needed.

The new version of the Law on Education establishes standards for quality assurance and quality management.

However, a single national procedure for evaluating the quality of education and implementing mechanisms for monitoring, internal, and external assessment have not yet been developed. Quality assurance measurements are currently very fragmented and differ between regions.

Despite incentives and the willingness of VET staff to introduce changes by engaging in professional self-improvement and adapting working methods to the new requirements, the staff have weak capacities and lack the necessary experience to implement new measures.

In this context, the development and implementation of specific programmes to strengthen the human capacity of the VET system – from managers to teachers, masters and in-company trainers – is urgently required.

Consequently, the European Training Foundation (ETF) should consider the following priorities in any interventions in the next two years:

- **social partnership:** developing a medium-term action plan for the implementation of the new Law on Social Partnership;
- **quality assurance:** developing quality indicators and mechanisms for monitoring and assessing the quality of education and training;
- **capacity development of VET staff** at different levels: developing VET school managers, teachers and trainers with a particular focus on VET quality development, quality management, quality assessment and the use of modern psycho-pedagogic teaching methodologies for the development of individual learning strategies.

# INTRODUCTION

The ETF launched the Torino Process as a participatory review of progress in VET policies and systems. It is carried out every two years in ETF partner countries. Its objective is to provide a concise, documented analysis of VET reform in each country. This involves identifying key policy trends, challenges, constraints, as well as good practice and opportunities, and – in a next step – building consensus on the possible ways forward in VET policy and system development.

The added value of the Torino Process lies in the fact that it considers VET within the socio-economic context, and ensures that the analysis is informed by relevant evidence and takes place through structured dialogue.

The objectives are three-fold:

- to support countries' evidence-based policy making, with a view to improving the contribution of VET to sustainable development, and in particular competitiveness and social cohesion;
- to serve as a basis for the design of the ETF's support strategy to these countries; and
- to inform the ETF's recommendations to the European Commission for future European Union (EU) external assistance to the countries.

The Torino Process has been inspired by policy assessment processes at EU level, notably the Copenhagen Process in VET. It complements the review of progress towards common EU VET policies, objectives and tools. This complementarity facilitates mutual learning between the EU and its partner countries.

This country report reviews VET policies in Tajikistan in 2014. It updates the 2010 and 2012 Torino Process review and provides a concise analysis of the progress made in VET reform in recent years. The report is the result of a process initiated in Tajikistan, at both national and regional levels. A participatory approach was used. This involved meetings, interviews and focus group discussions that took place between March and June 2014. These brought together the main stakeholders to discuss and collect information on the reform process. The first draft of the report was circulated within the country for comments and validated at a seminar in Dushanbe in September 2014, with contributions from representatives of the Presidential Administration, Statistical Agency, Ministry of Education and Science, Ministry of Labour, Migration and Employment, vocational schools, adult training centres, employer associations, trade unions, the Chamber of Commerce and the public employment services.

The ETF is grateful for the insights provided by the participants during the discussions that took place at all of the meetings.

The analysis has been undertaken with the support of the economist, Dr Subhon B. Ashurov. The ETF is also grateful to the EU Delegation in Tajikistan for its contributions and support.

# 1. VISION FOR THE NATIONAL VET SYSTEM

## 1.1 Introduction to the VET system

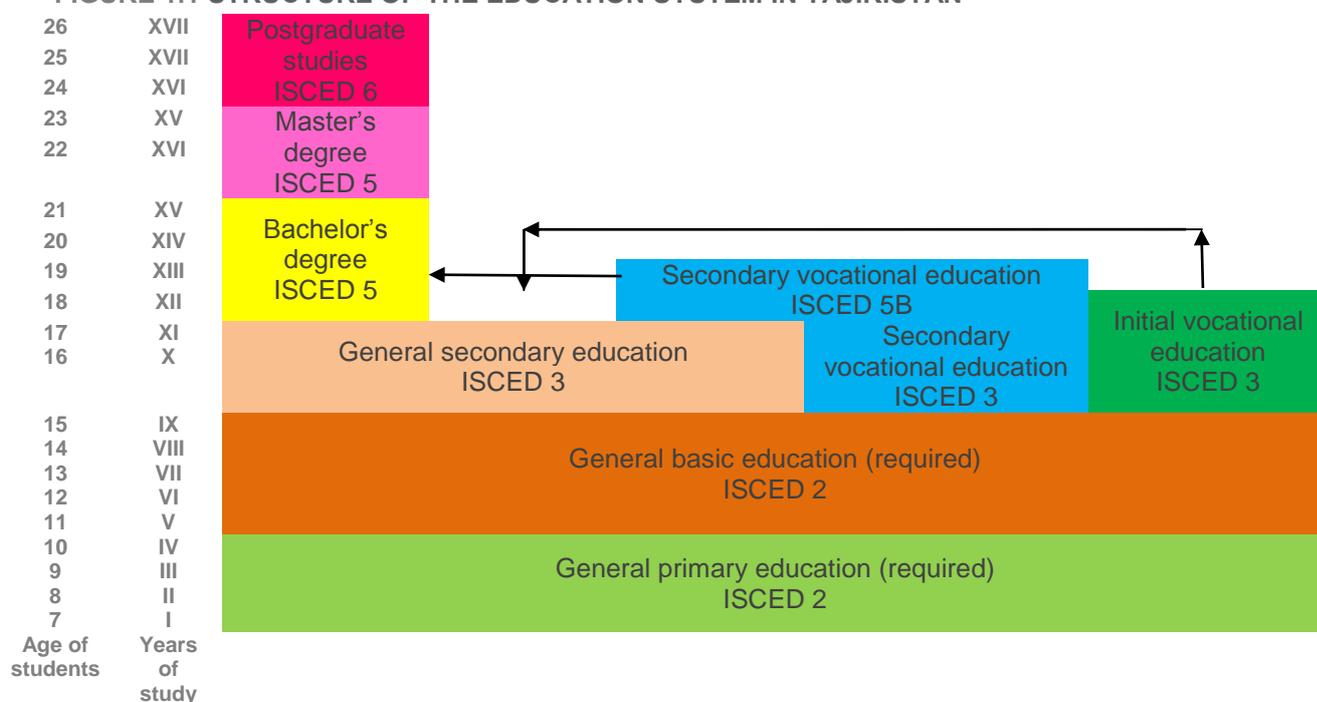
According to the Law on Education (article 9) and the Law on Basic Vocational Education (article 6), the VET system consists of:

- a set of state educational standards for general secondary education, primary professional education and adult training;
- successive educational programmes;
- education and training forms and norms;
- networks of providers of basic vocational education, adult training, centres of continuing professional education and further training of various organisational and legal forms and types;
- education and training subjects; and
- governing bodies and subordinated institutions, organisations and enterprises, as well as associations of educational institutions.

Thus, in this and all subsequent sections of the analytical report, the concept of VET covers both the system of initial vocational education and training (IVET), and the system of continuing vocational education and training (CVET) including, in particular, the adult training system.

In the period following 2012, VET's position in a generally expanded context of education and qualification did not change (see **FIGURE 1.1**).

**FIGURE 1.1 STRUCTURE OF THE EDUCATION SYSTEM IN TAJIKISTAN**



IVET is generally intended to provide the first level of professional education, and diplomas are issued to graduates of the general basic and secondary education system. IVET can also provide general secondary education to graduates of the general basic education system and issue them with the relevant certificates. Professional short-term courses to obtain or increase qualifications are also delivered as part of IVET.

CVET generally provides services to adults who have obtained professional and social qualifications, awarding certificates at certain qualification levels.

**TABLE 1.1** outlines the quantitative parameters of the VET system<sup>2</sup>. At present, 66 educational institutions provide primary professional education. Since 2012, all of these educational institutions have had the status of vocational lyceum. Approximately 23 300 students are trained in these institutions. Compared to 1991, the number of educational institutions has decreased by five and the number of students has fallen by around 1 700. Since the country declared its independence, the number of VET schools and students has decreased, indicating a reduction in the system's potential to provide training to young people. General education graduates from vocational lyceums currently account for just 5% of the total number of graduates (Government of the Republic of Tajikistan, 2012a, p. 6).

**TABLE 1.1 QUANTITATIVE PARAMETERS OF THE VET SYSTEM**

	1991	2006	2008	2009	2010	2011	2012	2013
Number of vocational lyceums	71	70	67	66	66	67	67	66
Number of students (in thousands)	25.0	23.5	21.2	22.6	22.2	22.3	23.9	23.3
Number of continuing vocational schools and training centres	–	–	4	5	8	15	23	25
Number of graduates (in thousands)	–	–	0.7	1.9	2.2	20.0	24.0	28.0

Source: Ministry of Labour, Migration and Employment

In this context, the establishment of the CVET subsystem in 2008 in the form of adult training centres compensates to some extent for the reduced potential of the IVET subsystem. Between 2008 and 2013, the number of CVET institutions increased more than six-fold; in terms of student coverage by vocational training, they increased by 2.3 times.

Following a visit by President Emomali Rahmon to the National Adult Training Centre in April 2012, the Ministry of Labour and Social Protection declared the period 2012-13 as a period during which the development of the adult training system would be accelerated. The aim was to create a system of lifelong learning. The main objective was to increase the employability of participants. As a result, the number of adult training centres and training centre graduate rose by 86.7% and 16.9%, respectively, over the two-year period and currently number 25 and 27 990, respectively.

Unfortunately, dropout rates of students are not provided. Nor is there any data on the average age at which students really leave the education system.

Instructors and trainers are educated only at the Tajik Industrial Pedagogical College, which is located in Dushanbe city and has one branch in the Soghd region. An average of 70 students enrolled each year in this college over the last two years.

<sup>2</sup> Hereinafter VET = IVET + CVET.

## 1.2 Vision for the VET system

Between 2012 and 2014, substantial progress was made in developing a vision and strategy for the VET system, particularly with regard to improving VET quality and labour force performance in general and developing social partnership.

The government agreed a Living Standards Improvement Strategy of Tajikistan for 2013-15 (parliamentary resolution No 1030, 26 December 2012). Its aim is to accelerate the creation of new workplaces and increase the quality of education and employment. This strategy reflects state policy on education in general. In this regard, human development will be promoted by:

- developing institutional capacity and human capital;
- improving the quality of education; and
- stimulating the private sector to support education at all levels.

To achieve these goals, both the Living Standards Improvement Strategy and the National Strategy for Education Development until 2020 define education as one of the most essential and crucial sectors in society and one of the country's priorities in terms of social policy. Both strategies see education as contributing significantly to the enrichment and rational use of material and moral values in the country and the formation and enhancement of the constructive potential of society. They are also intended to ensure sustainable development and an improved and trouble-free life for citizens of the country.

The Law on Training Specialists Based on Labour Market Needs was adopted by parliament (decision No 895)<sup>3</sup> on 1 August 2012. It recognises the importance of linking VET with the requirements of the labour market and the economy as a whole and also the importance of social partnership for the improvement of VET quality. The law sets out mechanisms for social partnership and refers to the links between the training of specialists and the needs of the labour market and the economy.

According to article 3 of this law, mechanisms shall be implemented regarding:

- coordination of training activities to meet actual labour market needs, observe labour market development and identify current and future needs in specialities that could support the creation and efficient functioning of constantly operating mechanisms to adapt the training of specialists and workers;
- development of proposals on the formulation and implementation of a state policy in the fields of training, retraining, upgrading of specialists' and workers' qualifications, taking into account the requirements of an innovative economy;
- participation of employers in identifying labour force needs, improving training quality, updating training content by taking into account forecasts for labour market requirements, and, on this basis, organising educational, production and scientific activities; and
- strengthening of the financial provision and the material and technical basis of VET institutions.

In this context, the new version of the Law on Education (parliamentary decision No 1004, 22 July 2013) introduces for the first time regulations and mechanisms to ensure quality of education, including lifelong learning. Article 4 of this law states that the national education policy is based on the principles of continuity of education and on international quality standards and norms.

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<sup>3</sup> This law was not covered in the previous report (ETF, 2013).

Articles 26 and 27 of the new Law on Education specifically state that:

- state regulation of education also involves quality management and control;
- quality assurance is implemented through a single state policy, including national evaluation procedures; and
- quality assurance is carried out by means of internal and external evaluation measurements based on the results of monitoring and decision making in educational institutions.

Government order No 334 of 30 July 2012 also adopted the education development strategy of the Republic of Tajikistan until 2020<sup>4</sup>.

The strategic priority is to create conditions for the efficient and effective provision of educational services in order to:

- support social and economic development;
- ensure the welfare of citizens and the growth of prosperity and guarantee social stability;
- ensure the required personnel are in place for economic growth in priority sectors;
- develop technologically advanced industries and attract foreign investment; and
- improve the match between VET and labour market needs by adapting the structure of the education system and by updating educational content.

VET implementation should be improved by:

- developing and approving a new generation of educational standards based on professional standards and a competence-based approach, with the mandatory participation of employers;
- developing flexibility and variability in VET programmes by introducing modular organisation;
- integrating components on leadership and entrepreneurship into VET programmes;
- increasing enrolment in VET programmes; and
- expanding short training courses for young people and adults.

### 1.3 Capacity for innovation and change

As the analysis has already shown, a number of internal factors impede the successful implementation of the strategy, in particular:

- **Insufficient involvement of local authorities.** Bearing in mind that almost all state institutions in the VET system are subordinate to the republican executive bodies, local authorities are rather poorly involved in the process of implementing the strategy. In fact, there is no implementation plan for this strategy at local level, although, in accordance with the adopted procedures, local executive bodies submit annual reports on the progress made in the implementation of specific state programmes to the republican government.
- **Weak capacity and experience of VET staff.** Despite incentives and the willingness of staff (teachers and administrators) to introduce changes by engaging in professional self-improvement

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<sup>4</sup> This strategy was not covered in the previous report (ETF, 2013).

and adapting working methods to the new requirements, they lack the necessary experience to implement such measures. Moreover, VET staff are not sufficiently informed about the reforms and are not aware of specific measures.

- **Limited resources.** One of the main factors impeding the full implementation of the strategy is limited financial resources (Government of the Republic of Tajikistan, 2012b, Chapter 2, Section 2).
- Weak mechanisms for monitoring and evaluating implementation of the VET strategy. Even at the relevant ministry level, such mechanisms are weak due to the lack of necessary experience and resources.

## 1.4 Drivers of innovation and change

A comprehensive and meaningful policy and strategy should be substantiated by empirical evidence. In this context, the Scientific Research Institute of Labour, Migration and Employment was established under the auspices of the Ministry of Labour, Migration and Employment (MLME). As described below in Section 2, this institute developed a national occupation classification system in 2013, which, to some extent plays a role in linking the VET system with the labour market. One institutional department is responsible for VET. However, the institute's potential and resources are limited. Its annual budget totalled TJS 463,164<sup>5</sup> in 2014; staff salaries account for 56.2% of this amount. The institute employs a staff of around 40 of whom have scientific degrees. The Ministry of Education and Science oversees a relatively larger number of research institutions. A situational analysis of these institutions was conducted in the previous report (ETF, 2013). No major changes are currently apparent in this area.

Other changes and innovations in the development of the VET system are outlined in Sections 2 to 5.

## 1.5 Action and assessment of progress since 2010

The strategy adopted to further develop the VET system is a well-timed and opportune initiative. In terms of content and priorities, it corresponds to the current state of the VET system. However, it is not compatible with the financial capacity of the country and the human resources capacity of the VET system. As a rule, the volume and sources of funding are not specified. These figures are set out in the respective implementation plans (Government of the Republic of Tajikistan, 2012b). According to the programme document covering the reform and development of the VET system (Government of the Republic of Tajikistan, 2012a), state financing is – in addition to teachers' salaries – allocated only for capital investments such as major repairs the construction of new buildings and the purchase of training equipment and tools. However, financing of these investments depends on the annual allocations of the state budget to the education sector. The strategy mentions only republican executive bodies as the bodies responsible for implementing any relevant activities. The respective ministry traditionally monitors the implementation of the activities on a quarterly basis and submits a report to the republican government.

A plan of action for implementing this strategy has not yet been developed. Its implementation is fragmented. Donor organisations' initiatives and support for the development of the MLME's action for 2015 would therefore be a very timely intervention. Current plans and programmes are expected to be implemented over the course of 2015.

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<sup>5</sup> TJS = Tajikistan somoni (national unit of currency).

On this basis, the relevance of the chosen strategy can be considered as high (4 points), and the feasibility of the strategy from the perspective of limited resources as low (2 points).

Thus, in the period under review, the vision for the VET system has been developed significantly from the perspective of its social and economic importance for the sustainable development and stability of society. The VET development strategy covers almost all key areas of the system. It includes a plan of specific activities with indications of dates and responsible institutions. It is in line with the challenges expressed in the national development strategy and meets the requirements of VET providers and social partners (roundtable results, Kulob, 2014; roundtable results, Konibodom, 2014; results of interviews with employer representatives, 2014).

## 2. EFFECTIVENESS AND EFFICIENCY IN ADDRESSING ECONOMIC AND LABOUR MARKET DEMAND

This section focuses on demand for VET services from the economic and labour market perspective. In particular, information is given on:

- economic and labour market factors that shape the demand for professional skills;
- mechanisms for identifying that demand and matching the skills supply to it;
- the influences of the VET system on skills demand, in particular through the promotion of entrepreneurship development.

### 2.1 Economic and labour market factors that shape the demand for skills

An analysis of the sectoral employment structure shows that the agricultural sector still remains the main consumer of the labour force in Tajikistan (see Table A.2.1 in the Annex). Between 2007 and 2012, the share of the employed population in this sector averaged 66.7%; over this period, the share increased by 0.4%<sup>6</sup>.

FIGURE 2.1 CHANGES IN THE MAIN ECONOMIC SECTORS PROVIDING EMPLOYMENT IN TAJIKISTAN

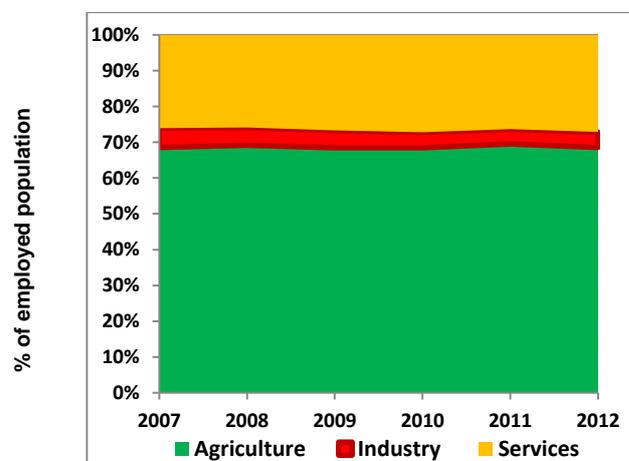
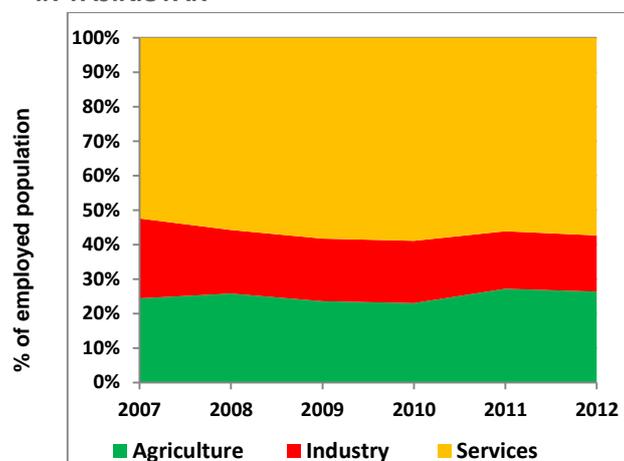


FIGURE 2.2 CHANGES IN THE MAIN ECONOMIC SECTORS IN TERMS OF CONTRIBUTION TO GDP IN TAJIKISTAN



Source: Data for both figures provided by TAJSTAT, 2013a

As **FIGURE 2.2** shows, this sector accounted for an average of 20.6% of the country's gross domestic product (GDP) in the period between 2007 and 2012 (see also Table A.2.2 in the Annex). This value increased by 3.9 percentage points over the period. Moreover, the average monthly wage in the agricultural sector in 2012 was USD 33.40, i.e. 28.6% of the average monthly wage if all economic sectors are taken into consideration (USD 116.60) (TAJSTAT, 2013a, p. 153). The fact that so many people are employed in the agricultural sector – regardless of the low wage – is obviously the result of

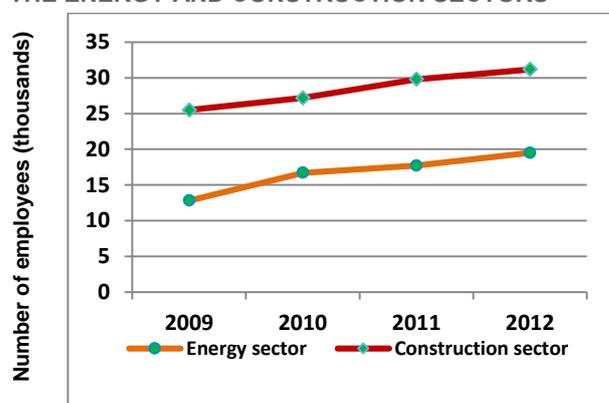
<sup>6</sup> Employment data in this chapter is based on administrative data and refers to the male population aged 15-63 and the female population aged 15-58 (labour resources).

the labour surplus in the economy and the fact that 73.6% of the Tajik population live in rural areas (TAJSTAT, 2013a, pp. 18-19)<sup>7</sup>.

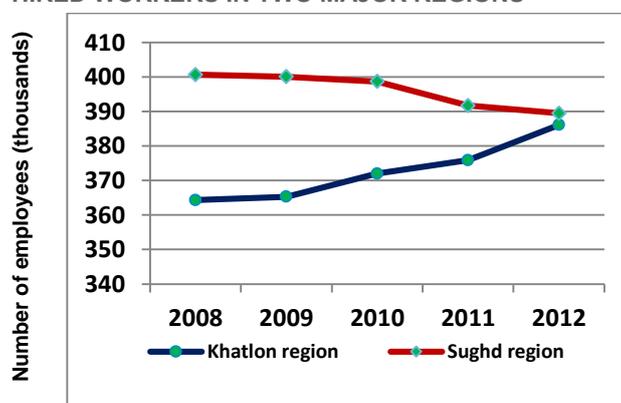
**FIGURES 2.1** and **2.2** (Tables A.2.1 and A.2.2 in the Annex) indicate that the share of the service sector is increasing with regard to its contribution to GDP (50.6% in 2012 compared to 41.6% in 2007) and also to the employment it provides (26.5% in 2012 compared to 25.3% in 2007). The share of the industrial sector in the period under review decreased by 4 and 1.1 percentage points respectively. Between 2009 and 2012, employment in the energy and construction sectors increased by 42.3% and 14.8% respectively (TAJSTAT, 2013a, p. 50).

One of the key aspects of the formal labour market part is wage employment. The analysis shows that between 2009 and 2012 the level of wage employment was more or less stable (Table A.2.3 in the Annex). However, it decreased in the agricultural and industrial sectors. In contrast, the service sector saw a steady growth in employment; between 2009 and 2012, the number of hired workers in this sector increased by 7.9%. The same situation can be seen in the energy and construction sectors (see **FIGURE 2.3**).

**FIGURE 2.3 CHANGES IN WAGE EMPLOYMENT IN THE ENERGY AND CONSTRUCTION SECTORS**



**FIGURE 2.4 CHANGES IN THE EMPLOYMENT OF HIRED WORKERS IN TWO MAJOR REGIONS**



Source: Data for both figures provided by TAJSTAT, 2013a

In a regional context, the share of wage employment in the labour market in Khatlon and Dushanbe increased by 0.9% and 7.6% respectively in the period between 2007 and 2012 (see Table A.2.4 in the Annex). In the Gorno-Badakhshan Autonomous Region (GBAR), the Districts of Republican Subordination (DRS) and Sughd region, the level decreased by 8.1%, 10.7% and 1% respectively (see also **FIGURE 2.4**).

Data on informal employment is derived from labour force surveys conducted only between 2004 and 2009. According to TAJSTAT (2010), 49% of the employed population worked in the informal sector in 2009. The data refers to all employees excluding those working in the agricultural sector and is based on the labour force survey.

Changes in the number of employees are directly related to the amount of capital investment. The total volume of capital investment in the country increased by a factor of 3.7 between 2006 and 2012 (see **TABLE 2.1**). Between 2008 and 2012, 42.8% of the total capital investment was located to the industrial sector, 14.4% to the construction sector and only 1.8% to the agricultural sector. Of the funds allocated to the industrial sector between 2008 and 2012, 28.5% were directed to the energy sector, 13.2% to precious metals processing and 5.7% to the consumer goods industry.

<sup>7</sup> It should be noted that employment in agriculture also includes subsistence farming.

**TABLE 2.1 CAPITAL INVESTMENT (TJS MILLION)**

	2006	2007	2008	2009	2010	2011	2012
Total in economy	1 214.5	2 828.7	4 341.4	3 899.4	4 669.4	4 988.3	4 540.2
Including among others							
Agricultural sector	187.7	41.2	166.2	77.8	58.4	56.5	48.1
Industry	462.2	995	2 383.8	1 864.3	1 923.3	1 781.9	1 645.1
Energy	370.4	89.9	218.4	162.4	151.2	1 161.3	1 039
Precious metals	70.5	83.6	154.9	177.8	199.7	274.6	456.6
Light industry	2.9	5	27	49.3	159.8	269.3	38.3
Construction	149.8	339.2	547.8	490.4	732.5	716.2	743.9

Source: TAJSTAT, 2013b

This is connected, firstly, with the priorities of economic development identified in the public policy documents. Secondly, natural resources are available in the country for the development of hydro power and the mining industry (more than 60% of water resources in the Central Asian region originate in Tajikistan; mountains cover 93% of the country's territory) (TAJSTAT, 2013c, pp. 10-12). The development and further growth of the construction sector is linked to the development of the market infrastructure and the increasing demand of the population for well-furnished and comfortable housing.

A comparison of gross regional product figures shows the regional differences in economic growth levels (see **TABLE 2.2**). Thus, while the total volume of the gross regional product of the country was growing at an average rate of 24.1% at current prices between 2006 and 2012, the corresponding figure was 27.8% in Dushanbe, 27.2% in Khatlon oblast, 25.2% in Sughd oblast, 22.9% in Badakhshan and 16.6% in DRS. As a result, during this period, the share of gross regional product in Dushanbe increased by 3 percentage points, accounting for 23.1% of the total gross regional product in 2012; in Khatlon oblast it increased by 3.7 percentage points, accounting for 30.6% of the total; and in Sughd oblast it increased by 1.4 percentage points, accounting for 27.3% of the total. In contrast, the share of gross regional product in GBAR fell by 0.2 percentage points in the period under review, accounting for 1.7% of the total gross regional product and in the DRS it decreased by 8 percentage points, accounting for 17.2% of the total. The reason for such differences in the development level is certainly linked to economic conditions in the regions and the country's strategic priorities.

**TABLE 2.2 GROSS REGIONAL PRODUCT (TJS MILLION AT CURRENT PRICES)**

	2006	2007	2008	2009	2010	2011	2012
Total	8 870.2	11 673.5	15 886.1	18 112.6	22 308.8	26 446.3	31 996.1
GBAR	172.9	232.3	333.9	393.3	416	382.3	548.9
Khatlon region	2 385	3 366	4 904.2	5 206.7	6 493.2	8 050.8	9 799.9
Soghd region	2 299.5	2 814.3	4 037.4	4 988.6	5 716.2	7 032.7	8 749.8
Dushanbe (capital)	1 778.7	2 242.5	3 295.5	3 452	5 201.5	6 298.7	7 401.7
DRS	2 234.1	3 018.4	3 314.8	4 072	4 481.9	4 681.8	5 495.8

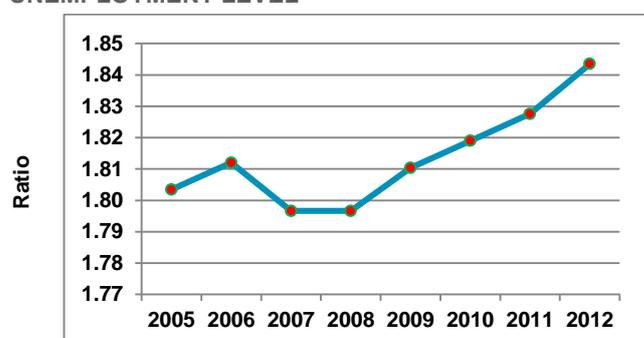
Source: TAJSTAT, 2013b; and 2013c

Moreover, the lowest wages in the economy in December 2013 were in the agricultural, hunting and forestry (TJS 284.21) and fishery (TJS 450.85) sectors. The highest wages in the real sector of the economy were in the construction sector (TJS 2 159.11), mineral industry (TJS 1 587.23), electrical energy industry and the gas and water supply sector (TJS 2 095.56). The average monthly wage in the real sector of the economy in December 2013 was TJS 755.74, an increase of 25.0% compared to December 2012. In the service sector, financial intermediation employees earned the highest salary (TJS 2 611.82); they were followed by employees in the transport, warehousing and communications sector (TJS 1 888.74) and the hotel and restaurant sector (TJS 902.05). The average monthly salary in the service sector in December 2013 was TJS 1 005.77, an increase of 20.2% compared to December 2012 (TAJSTAT, 2014b, pp. 76-77)<sup>8</sup>.

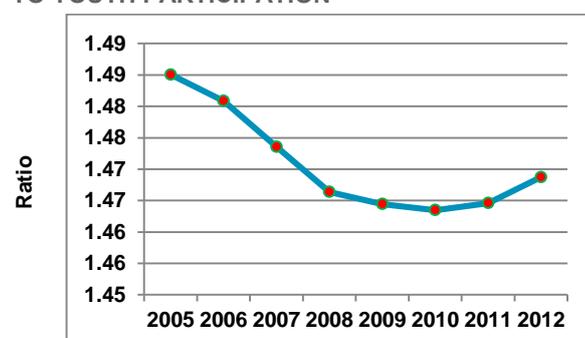
Thus, in the period under review, the Khatlon and Dushanbe regions performed better in terms of employment and economic development. Moreover, the strongest sectors were construction, energy, minerals (precious metals) and services.

The current state of the labour market, characterised by its labour surplus, raises the problem of youth employment, which is one of the most urgent challenges facing labour market regulation.

**FIGURE 2.5 CHANGES IN THE RATIO OF YOUTH UNEMPLOYMENT LEVEL TO THE GENERAL UNEMPLOYMENT LEVEL**



**FIGURE 2.6 CHANGES IN THE RATIO OF GENERAL PARTICIPATION IN LABOUR FORCE TO YOUTH PARTICIPATION**



The data shows that the youth unemployment rate is actually twice as high as the total unemployment rate (see Table A.2.5 in the Annex). This trend is also increasing (see **FIGURE 2.5**). To assess the reasons for the changes in the ratio of the youth unemployment level to the general unemployment level, roundtable participants underlined the need to conduct further studies.

There is also a trend towards an increased share of young people in the labour force. **FIGURE 2.6** shows the trend in the ratio of the general share of the population in the labour force to the share of young people in the labour force.

As previously, noted, demographic trends in the country increase the labour surplus caused by the inability of the economy to provide employment for the available manpower. In the context of labour market globalisation and the existing mobility of the labour force, such a situation naturally gives rise to foreign labour migration.

Some quantitative indicators of foreign labour migration in the population as a whole and among young people in particular are set out in Table A.2.6 in the Annex. The data in this table shows that the percentage of young people affected by foreign labour migration almost doubled between 2008 and 2012; in 2012, young people accounted for more than half (56.8%) of labour migrants leaving Tajikistan.

<sup>8</sup> Official USD exchange rate as of 31 December 2013: USD 1 = TJS 4.77; market rate: USD 1 ≈ TJS 5 (see [www.nbt.tj](http://www.nbt.tj)).

Between 2008 and 2012, foreign labour migration increased by an average of 3.5% each year. As a result, total foreign labour migration increased by 14.8% during this period. In 2012, foreign labour migration accounted for about one-third (32.9%) of those employed in the domestic (country) labour market. The labour market in Tajikistan could therefore be considered a dual-component entity with an internal component (the national labour market) and an external component (the foreign labour market). It is not difficult therefore to calculate that the absorption of the external component of the labour market in Tajikistan increased by an average annual rate of 1.6%. In 2012, it reached almost a quarter (24.8%) of the total absorption of the dual-component labour market during this period.

This is just one of the key challenges of Tajikistan's labour market that should be reflected by the VET system. In this context, it should be noted that 98% of foreign labour migration in 2012 took place in a disorderly fashion, i.e. without the appropriate professional, legal and language training, which certainly reduces the level of socio-economic protection of migrants (see Table A.2.6 in the Annex).

Naturally, the question of the cost of training specialists who may subsequently leave the country can arise. However, as various studies show (Ashurov, 2012, pp. 75-80), the economy is not able to provide employment to the entire available workforce in the domestic labour market when there is a surplus of labour. Given labour market globalisation and the current economic situation in the country (low salaries, poor business climate, limited access to financial resources, communication conditions and lack of any significant restrictions on labour mobility), workers voluntarily emigrate to the external market. Moreover, those who work abroad transfer financial resources to Tajikistan. According to World Bank data, net transfers from abroad amounted to more than USD 3,481 million in 2012, accounting for more than 45.6% of the country's GDP (see Table A.2.7 in the Annex).

## 2.2 Mechanisms for identifying the demand for skills and matching skills supply

Determining the demand for professional skills, and adjusting their supply in response to demand, is one of the key objectives of VET system development in Tajikistan. The previous report (ETF, 2013) noted that there is no legal basis for social partnership between VET institutions and employers in this regard. However, as noted in Section 1 of this report, such a basis has already been established. The Law on Training Specialists Based on Labour Market Needs (No 895) was adopted on 1 August 2012. It established a permanent mechanism for adjusting the demand for professional skills and their supply. However, the implementation of such a mechanism is currently in its initial stages (results of interviews with representatives of the Ministry of Labour, Migration and Employment, 2014; results of interviews with representatives of the Ministry of Education and Science, 2014; results of interviews with employer representatives, 2014). For example, the VET System Coordination Committee of the government of the Republic of Tajikistan, composed of employer and trade union representatives, was set up. Moreover, the MLME and the Union of Employers of Tajikistan are about to develop an implementation plan for the above-mentioned law. Communication between employers and VET educational institutions has therefore improved (see below and Section 4).

The national occupation classification system created in 2013 outlines the types of occupations based on qualifications (professional skills) and professional specialisations. Four levels of qualification are included in this normative document: the first corresponds to general primary and secondary education; the second corresponds to initial vocational education; the third corresponds to secondary vocational education; and the fourth corresponds to higher and postgraduate professional education. The classification system covers nine large groups of qualifications subdivided into subgroups, composite groups and base groups, as well as all sectors of the economy (Labour Research Institute, 2013, pp. 6-7). The occupation classification system lists the main characteristics of studies are given for each profession, from the top manager of a large company to a street vendor. The development of this normative document has been partially coordinated with employer representatives, but the

coordination process is ongoing and will be improved if necessary (results of interviews with representatives of the Ministry of Labour, Migration and Employment, 2014).

The Agency for Labour and Employment (the State Employment Service (SES)) at the MLME regularly analyses the professional structure of vacancies presented by employers and submits them to adult education centres to respond accordingly. It is impossible to fill these vacancies swiftly and efficiently because those registered as unemployed with SES do not have the relevant skills: according to SES data in 2012, 74.2% of unemployed people did not have professional skills. The loading for one vacancy (the ratio of unemployed people to a specific job vacancy) grew by 40.3% between 2006 and 2012 and reached a value of 5.38 in 2012 (see Table A.2.8 in the Annex).

Each year, an average of 2.24% of employers provide information about their job vacancies to SES (see Tables A.2.8 and A.2.9 in the Annex). To address this, SES has been organising vacancy fairs throughout the country since 2009. With the participation of employers, they present the available vacancies. VET institutions also participate in these fairs, where they advertise their services to employers and citizens. SES data shows that 1,336 such events were organised in 2012 and 2013 (results of interviews with representatives of the Ministry of Labour, Migration and Employment, 2014).

The curriculum for a specific qualification (profession) usually includes a description of the qualification profile of an employee trained in a given programme. The qualification profile lists the knowledge, know-how and skills acquired by students upon completion of this programme. The problem, however, lies in whether this qualification profile meets the requirements of employers and the labour market as a whole.

The low percentage of VET graduates who are employed shows that the existing training of specialists, implemented by Tajikistan's Ministry of Economic Development and Trade and its line ministries, is inefficient (results of interviews with representatives of the Ministry of Education and Science, 2014). Sectoral programmes do not include modules on supporting staff development. No special studies are conducted to identify labour market demand.

Nevertheless, an analysis of the vacancies submitted to SES and research that has been conducted show that skilled workers and specialists in the construction, energy, mining, light and food sectors are currently most in demand (results of interviews with representatives of the Ministry of Labour, Migration and Employment, 2014; results of interviews with employer representatives, 2014).

As already mentioned, foreign labour migration plays a significant role in reducing tension on the domestic side of the labour market, absorbing more and more of the country's labour force. The dual-component nature of the labour market, caused by its labour surplus, requires an appropriate approach to labour training and retraining. Training labour for the external component of the labour market requires a triple-component training programme that includes professional, legal and cultural-linguistic components. Moreover, there is a great demand for the certification of work skills acquired by labour migrants during their work activities. Such certification of their skills enhances their legal status and social security while working and living abroad.

## 2.3 Potential of the VET system to influence economic and labour market needs

As studies show (Ashurov, 2009, p. 67; Government of the Republic of Tajikistan, 2012a, pp. 8-9), the capacity of the VET system to respond to the needs of the labour market and society depends on two key factors: (i) the material and technical basis of the system; and (ii) the educational and professional basis of the system. In recent years, with the support of the donor community, the material and technical side and the educational basis of the system have been gradually improving. The second element – the staff in the system – still poses a major problem. One of the main factors hindering the

sustainable development of the VET system is the poor quality of the knowledge and skills of engineering staff and teachers in the system<sup>9</sup>.

Nevertheless, some success has been achieved in adapting VET institutions to the needs of the labour market and the population. A number of vocational schools – such as the Construction Professional Technical Lyceum (No 30), the Electro Energy Professional Technical Lyceum (No 66), the Communication Professional Technical Lyceum (No 5), the Gas and Oil Professional Technical Lyceum (No 10), the Service Professional Technical Lyceum in Khujand, and the Professional Technical Lyceum (No 45) in the Vahdat district –, could be restructured to meet the needs of the population and local labour market. They could do this by introducing new specialisations that are in demand and improving the material, technical and educational basis as well as the quality of education. The main reason for the success has been the development of partnerships with employers. This has led to an improvement in the educational, material and technical basis, the organisation of practical training and the capacity to respond promptly to the needs of the economy, labour market and the population as a whole. However, the opportunities are limited.

As a rule, one of the key indicators of VET quality is the share of those employed as a percentage of the total number of VET graduates. However, given the labour surplus in Tajikistan and the lack of jobs, it is difficult to use this indicator as a key indicator in the context of the internal (country) labour market. When examining the job placement of graduates in the dual-component labour market, the external (foreign) labour market and foreign labour migration must be taken into consideration.

Nevertheless, it is possible to improve job placement results by encouraging graduates to become self-employed. For this purpose, the formation of business and entrepreneurial skills must be included in curriculums. Such elements have been introduced into curricula by a number of pilot schools as part of a project managed by GIZ (Gesellschaft für Internationale Zusammenarbeit).

## 2.4 Action and assessment of progress since 2010

Since 2010, significant progress has been made in formulating a development policy for the VET system that takes into consideration the needs of the economy and the labour market (rated 4): the Law on Training Specialists Based on Labour Market Needs has been adopted. This law provides for the establishment of a permanent mechanism for matching the demand for professional skills with their supply; a new version of the Law on Education introduced quality standards in education.

The efficiency and effectiveness of the implementation of previously adopted programmes and the level of progress achieved in different segments of the VET system (initial vocational education and the training of adults within the framework of continuing vocational education) are assessed differently by the participants in the Torino Process roundtable discussions. In the segment of vocational adult education as continuing vocational education, significant results were achieved in the period under review by expanding the network of training centres and their material and technical equipment. Nevertheless, many activities outlined in the State Programme for Adult Training Development in the Republic of Tajikistan for the period between 2011 and 2015 remained unimplemented because of limited financial and human resources. Relatively little progress has been observed in initial vocational training.

The following three tasks are a priority for improving the capacity of the VET system to respond promptly to the needs of the economy and the labour market:

- implementation of mechanisms for more demand-oriented VET provision;

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<sup>9</sup> This will be reviewed in more detail in Section 4 of the report.

- support for economic growth and greater investment in viable sectors which would lead to more and better job creation in the domestic labour market, the promotion of self-employment (entrepreneurship) and an improved business environment; over the medium term this could help to reduce high outflows of labour migrants from Tajikistan to Russia;
- further formulation and implementation of the legal basis for social partnership.

### 3. EFFECTIVENESS AND EFFICIENCY IN ADDRESSING DEMOGRAPHIC, SOCIAL AND INCLUSION DEMAND

This section focuses on the demand for VET services in the context of current social and demographic trends. In addition, it contains information on the efficiency of the VET system from a social inclusion perspective.

#### 3.1 Demographic and social factors that shape demand for VET

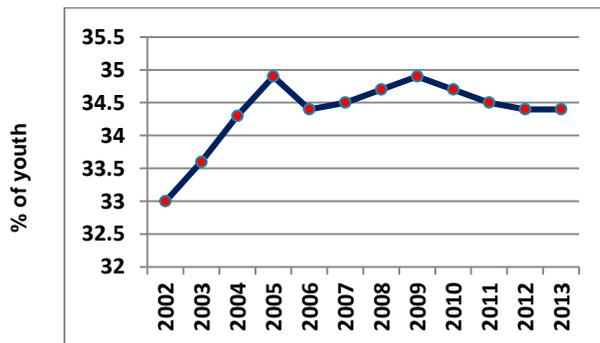
As of 1 January 2014, more than a third of the population of Tajikistan (34.4%) were aged between 14 and 30 years. In 1991, 30.8% of the population was in this age bracket. During this period, the average age of the population of Tajikistan fell (by 3.6 percentage points). **FIGURE 3.1** shows the changes over the 10 years to 2013 (see Table A.3.1 in the Annex). The share of young people in the general population has been gradually decreasing since 2009. By 2013, it had decreased by 0.5 percentage points to 34.4%.

Table A.3.1 in the Annex also shows that between 2003 and 2013 the annual average growth rate of the share of young people (2.34%) was higher than the corresponding figure for the general population (2.07%).

Tajikistan thus remains a young country: in 2013, 65.9% of the population were under the age of 30. This is due primarily to a high rate of natural population growth. The average annual coefficient for natural population growth in the period between 2007 and 2013 was 23.7; this is the highest coefficient among countries of the former Soviet Union.

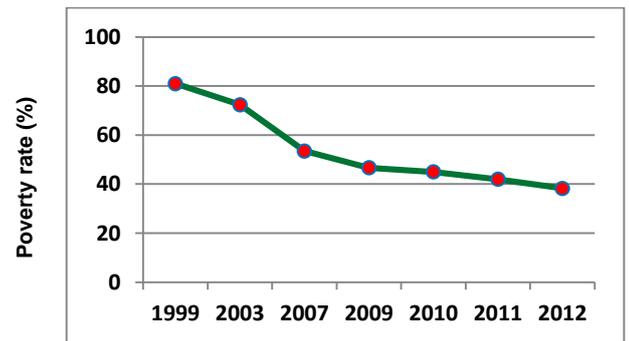
Table A.3.2 in the Annex shows the age structure of the population of Tajikistan, in particular in terms of young people, as of 1 January 2013. This table shows that the adult population (15 years and older) is distributed as follows: men: 50.5%, women: 49.5%; urban population: 26.4%, rural population: 73.6%. Moreover, these figures did not change significantly over the seven years studied (TAJSTAT, 2013c, pp. 25-26).

**FIGURE 3.1 CHANGES IN YOUTH SHARE OF TOTAL POPULATION\***



Note: (\*) See Table A.3.1 in the Annex.

**FIGURE 3.2 CHANGES IN POVERTY REDUCTION**



Improving living standards and reducing poverty are recognised as essential tasks for the government. National priorities, strategic objectives and reforms in different sectors of the economy should guarantee macroeconomic stability and economic growth.

Recent studies show that the poverty level fell from 81% to 46.7% between 1999 and 2009; in 2010, it dropped to 45%. According to GDP per capita calculations, the poverty rate was 42% in 2011 and 38.3% in 2012 (see **FIGURE 3.2**) (Parliament of the Republic of Tajikistan, 2012b, p. 1)<sup>10</sup>.

The analysis shows that, in 2013, the most important sources of financial income for households were labour incomes (49.7%) and revenue from the sale of agricultural production (8.8%) (TAJSTAT, 2014b, p. 72). The level of real wages (taking into consideration changing price indexes) in December 2013 was USD 138.40, an increase of 22.7% compared to November 2013. In the agricultural sector, the average salary was USD 39.6. GDP per capita in 2012 was USD 953. According to World Bank data, the Gini index in Tajikistan was 30.83 in 2009. This means that there is a medium level of inequality in the population.

Poverty in families naturally results in children engaging in labour activities at an early age. According to World Bank data<sup>11</sup>, 8.9% of children aged between 7 and 14 were engaged in labour activities: 24.16% of them worked as hired workers (wageworkers), 71.3% of them were helping their families. As a result, 86.3% of children aged between 6 and 14 graduated from a basic general school (grades 1 to 9) in 2005; by 2012, this figure had dropped to 83.6%. In 2013/14 school year, the number of children of the relevant age not attending primary school (grades 1 to 4) totalled 7 099, accounting for 1.1% of children in this demographic.

### 3.2 Delivering to the individual demands and aspirations of learners: access, participation, progression

The social significance of the VET system is increasing due to the stratification of society, a reduction in territorial mobility and limited access to higher professional education for the low-income sections of the population (mainly due to its costs). Tajik society is currently at a stage where VET is becoming one of the main sources of relatively decent income for young people entering the labour market for the first time and for unemployed citizens who do not have the professional skills required by the labour market. The reasons for the popularity of VET include the labour surplus, the growth of unemployment and the low social status and limited economic opportunities experienced by a substantial section of the population. The VET system is thus becoming the dominant factor in the professional development of human resources and the reduction of poverty in the country (Government of the Republic of Tajikistan, 2006, p. 5).

### 3.3 Delivering to socio-economic and inclusion demand

In accordance with the Law on Basic Vocational Education, special institutions of vocational and technical education are established for those who have special education and training needs. Chapter 4 of this law defines the categories of people for whom special social protection is provided within the framework of the VET system. These categories include:

- people with disabilities; orphans and minors left without parental care;
- students in special educational institutions in the primary vocational education system;
- students in professional educational institutions in the social protection system; and

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<sup>10</sup> The national poverty rate is the percentage of the population living below the national poverty line. National estimates are based on population-weighted subgroup estimates from household surveys ([www.worldbank.org](http://www.worldbank.org)). The poverty line is calculated on the basis of a specific basket of consumer goods and is equal to TJS 195 a month for one family member based on 2009 prices ([www.stat.tj](http://www.stat.tj)).

<sup>11</sup> See <http://data.worldbank.org/country/tajikistan>

- forced migrants studying in primary vocational schools in Tajikistan.

The state guarantees that people who are disabled from childhood, those who are disabled as a result of injury or people with other disabilities have a priority right to attend state VET institutions to acquire a profession of their choice and in accordance with the labour recommendations of the medical labour expert commission (which examines labour capacity). The state also guarantees the priority right of orphans, minors left without parental care and forced migrants to attend state institutions providing vocational and technical education. The state also covers additional costs for their training and maintenance (allowances) during their period of study at VET state institutions.

Specialised vocational educational institutions are also established for the training, education and treatment of adolescents and children with disabilities. Students who attend specialised state educational institutions are fully supported by the state.

Orphans, young people from poor and socially vulnerable families and those with disabilities receive certain privileges when attending VET educational institutions (if they are studying certain types of specialist subjects).

A special professional technical lyceum for people with disabilities is located in Dushanbe. It is the only one of its type in the country. It is a boarding school which caters for 150 students from all over the country each year and provides vocational training in six specialised professions. All students live and study in the school. In 2012, a branch of this boarding school opened in the Rushan district in GBAR. Each year, it caters for 30 young people with disabilities and provides them with vocational training in three specialised professions.

According to the National Strategy for Education Development (Government of the Republic of Tajikistan, 2012b, pp. 37-38), equality in the standard of education received by children in urban and rural areas requires improvements in resource provision for rural schools and the development of initial and secondary vocational education for adolescents and young people in rural areas. This document specifically envisages:

- optimising the location of vocational education institutions to ensure that the rural population has better access to this level of education;
- expanding the network of institutions offering short-term training programmes and using IT and distance training methods to increase accessibility to VET programmes;
- improving access for girls and women to vocational education; and
- establishing a system of vocational training and education for people with special needs.

The analysis shows a big difference between men and women in terms of vocational training: the number of men with vocational education is 2.5 times that of women. The same difference in the level of vocational training applies to urban and rural residents.

### 3.4 Action and assessment of progress since 2010

As already, noted, demographic trends and economic factors have resulted in a labour surplus in the country. This is accompanied by an increase in the unemployment rate in the domestic (national) labour market and migration of the labour force to the external market. Consequently, another social challenge facing the VET system is the need to organise formal (official) certification of the skills acquired by working in particular areas. This benefits primarily external labour migrants. Availability of an officially recognised document about qualification level significantly improves the legal situation of migrant workers, strengthening their social security and efficiency.

The National Centre for Adult Education has started working in this area. However, due to a lack of experience and the necessary human resources, an appropriate legal and regulatory framework on the certification of professional skills has not yet been developed. A number of procedural documents have been prepared. This aspect of the VET system, which is of social and economic importance, is covered only by the State Programme for Adult Training Development. The development of professional standards and the establishment of a network of centres to rate and certify qualifications is defined as one of the key priorities in developing the system.

At the present stage of VET reform, the following priority areas can be highlighted to improve VET capacity to respond promptly to socio-demographic needs and the requirements of social integration:

- expanding the network of VET centres throughout the country, including adult education centres, especially in rural areas and for people with disabilities, and strengthening their material and technical training basis;
- strengthening the human resources basis of the adult education system; and
- improving access for girls and women to VET.

## 4. INTERNAL EFFICIENCY OF THE VET SYSTEM

This section starts with a review of quality assurance mechanisms and policies. It then analyses a selection of key trends in VET policy intervention, such as teachers and managers, effectiveness of teaching and training, as well as the efficient use of resources.

### 4.1 Quality assurance

In Tajikistan, the concept of education quality has not been clearly determined from either a legislative or a regulatory point of view. Article 1 of the Law on Education states that ‘quality of education [...] is a composite of indicators of state educational standards and state requirements’ (Parliament of the Republic of Tajikistan, 2013). However, neither this document nor any other normative legal document has defined these ‘state requirements’.

Article 27 of this law specifies that education quality management:

- defines a uniform national procedure for evaluating the quality of education and ensures its effectiveness;
- is implemented by internal and external evaluation methods on the basis of monitoring results and making managerial decisions in educational institutions.

However, no single national procedure for evaluating the quality of education or mechanisms for internal and external evaluation have yet been developed.

#### 4.1.1 Planning

Nevertheless, a certain (traditional) mechanism for planning and quality assurance is defined broadly, i.e. as measures planned and implemented with the purpose of ensuring that education and training comply with stakeholders’ expectations. This mechanism covers the aspects of planning and implementation outlined in the following paragraphs.

Before developing a curriculum for any particular specialisation, quality standards (indicators) for this specialisation are planned and qualification characteristics of a future graduate or specialist worker are drawn up. However, stakeholders still need to determine whether the qualification characteristics meet their expectations.

The national occupation classification system contains a list of essential functions of each specialisation. It is approved by the MLME and registered with the Ministry of Justice as a republican normative legal act. The National Centre for Adult Education uses the DACUM (Developing a Curriculum) method to develop qualification characteristics for programmes on short-term training courses for adults.

The expected quality can be achieved by introducing and implementing training programmes developed because of quality standards. The effectiveness of the learning process plays a key role here. Sometimes, the extent of this effectiveness is perceived as the extent to which the quality is achieved. However, this is true only when the established quality standard (qualification characteristics) for a particular profession meets the needs of the interested parties (stakeholders).

## 4.1.2 Assessment and evaluation

Quality is mostly measured by assessment in accordance with certain laws and regulations. These assessments differ as follows for IVET and CVET, including adult education.

Traditional methods are still used for evaluating the quality of training results in initial and continuing VET. These consist of regular exams (twice a year, every six months (semester) in the case of IVET) and final exams, including an evaluation of theoretical knowledge and practical skills. The theoretical knowledge is evaluated and verified primarily by oral means (not through testing). The evaluation of knowledge through testing is only in its initial stages in some schools. The level of practical skills is not evaluated directly during the exam. Practical skills (know-how) are assessed mainly by the results of students' progress during the whole training process and work practices. Before taking a final examination, students must gain two months' work experience in an enterprise or organisation (wherever possible) and in school workshops under the supervision of vocational training instructors. Students' practical skills are assessed on the basis of these work practice results. This assessment is taken into account during the final exam.

In CVET, one final exam is common practice. Such an exam also consists of an evaluation of theoretical and working knowledge and practical skills. Examinations are carried out through testing. The National Centre for Adult Education develops and approves practical tasks for examinations. Employers are not involved in designing practical examinations.

The traditional practice of social partnership is maintained during the process of assessing training results – by decree of the Minister of Labour, Migration and Employment, the chairpersons of final exams are selected from among employer representatives of the relevant specialisation. The principal approves other members of the examination committee.

The progress made by students, as indicated by the results of semester and final exams, and the results of each VET institution are usually summarised at the end of every school year and analysed both at individual institution level and at ministry level. Based on the results of academic semesters, this work is implemented within every institution. Such a practice has not yet been introduced in the CVET and adult education system, but it is at the planning stage. Based on the results of the 2012/13 school year, the average academic progress made by students in semester exams in IVET was evaluated at 3.42 points and the average academic progress made in final exams was evaluated at 3.61 points. This is based on a five-point system where five points is the highest score.

Based on the results of evaluations that are conducted and an analysis of the academic performance of VET students (including the level of learning facilitated by training materials) and on other performance indicators, the ministry's collegium meets to discuss and evaluate the performance of each institution to make appropriate decisions. The same evaluation procedure and performance analysis of every academic group and of the educational institution as a whole is carried out within every institution and is then discussed at a school council meeting where relevant decisions are made<sup>12</sup>. As a rule, these decisions highlight the best achievements as well as possible ways of consolidating and disseminating these achievements. Measures for improving the situation are also discussed. The academic progress and achievements of every student are discussed at meetings of the parents committee<sup>13</sup>. Students who successfully complete a training programme have the option of progressing to an institute of higher education if they submit a request to their school board.

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<sup>12</sup> In accordance with article 39 of the Law on Education, the highest governing body in educational institutions is the institution's board.

<sup>13</sup> In accordance with article 46 of the Law on Education, the parents (or proxy parents) of students must become acquainted with the process of training and education, with the education content, with academic progress and with their children's level of knowledge.

### 4.1.3 Accreditation of VET providers and programmes

State control in the sphere of education applies to the following aspects:

- licensing,
- a comprehensive evaluation of educational institutions,
- state attestation,
- state accreditation,
- monitoring compliance with the national education legislation.

Related laws specify that educational activities in the education sector must be licensed in accordance with the Law on Licensing Certain Types of Activities. Educational institutions must obtain a licence for educational activities before they can implement training programmes. If successful, an educational institution receives a certificate of state accreditation for a period of five years. The decision to approve or withdraw the state accreditation is made based on the results of the state certification of the educational institution.

State accreditation and the certification of educational institutions is the responsibility of the state supervision services under the auspices of the Ministry of Education and Science. During the process of accreditation, all of the educational institution's activities relating to the educational process (except for its financial activities) are evaluated. The main factors affecting accreditation are training programme compliance with the status of the educational institution; level of technical equipment in laboratories and training workshops; quality of training programme implementation; quality of learning outcomes; human resources indicators (composition of engineering and pedagogical staff); availability of textbooks and teaching aids for programme implementation; and the social and living conditions of students (Ministry of Education, 2004, p. 4). A number of quantitative indicators also apply. For example, a professional technical lyceum should have at least 240 students and enough space to cater for the students (5 m<sup>2</sup> per student). College laboratories should have the necessary equipment. Workshops relating to the various programmes on offer should be provided. At least 80% of educational literature and materials should be provided; a reading room with a minimum of 30 seats should be available in the library. At least 15% of teachers of vocational subjects should have the highest educational qualifications, at least 45% should be in the first category and a minimum of 30% should be in the second category; at least 50% of vocational training instructors should be in the highest and first category, at least 40% should be in the second category (Ministry of Education, 2008a, pp. 135-137).

Educational institutions in the CVET sector that do not issue a diploma indicating the level of education attained issue only a certificate confirming participation in a specific training programme. These institutions are also subject to certain norms relating to learning and teaching support; technical equipment; and human resources availability for training programmes. Certification and accreditation takes place every five years.

The collegium of the Ministry of Education and Science makes the final decision about accreditation. Based on the accreditation results, an action plan is developed to eliminate current shortcomings that do not affect the final decision on accreditation. The plan includes a timeframe for its implementation. The Ministry of Education and Science approves the action plan. The state accreditation body monitors its timely implementation.

Even though certification and accreditation take place in accordance with established norms and terms, their form and content do not respond to the challenges of the strategic and programme

documents that have been adopted. Roundtable participants underlined the need for appropriate reforms and further development.

#### 4.1.4 Qualifications

When evaluating the quality of training results in the VET system, the main emphasis is on qualifications. The academic performance index (an indicator of what students have learnt) is of key importance in the accreditation system. For example, in accordance with established standards, the educational institution is not considered to be accredited if the academic performance of students is below 70%. Moreover, the accreditation framework provides for the random checking of students' knowledge and skills. This evaluation result also affects the final decision on accreditation. The process also involves evaluating whether the engineering and teaching staff have the skills needed to provide training in the relevant disciplines and whether vocational teachers and instructors have the necessary educational materials (work and training programmes, methodology books and teaching aids). The training process is also evaluated by attending random classes. The accreditation results are reviewed and discussed at a meeting of the engineering and teaching staff and decisions are made regarding the elimination of shortcomings and the further improvement of results of instructional and teaching activities in the educational institutions.

#### 4.2 Policies for VET trainers and directors

In accordance with article 17 of the Law on Basic Vocational Education, the engineering and teaching staff in IVET educational institutions include administrators; teaching staff; senior instructors; instructors of vocational training; educators; methodologists; and other employees who implement the educational and training processes. Engineering and teaching activities in IVET educational institutions may be performed by individuals with a relevant secondary or higher education qualification; the mandatory skills and qualifications for the specialisation; and a practical vocational background. These activities may also be performed by individuals with the industrial know-how of various sectors of the economy and high moral values. The state undertakes to provide free advanced training for the engineering and teaching staff in IVET educational institutions at least once every five years. Tajikistan does not have a policy for VET teacher education or in-service VET teacher training.

The introductory briefing programme (orientation training) for young teachers or instructors of vocational training has not yet been adopted. While there is some mentoring of young engineering and teaching staff this is obviously not working effectively enough because of the low capacity of regular VET staff.

There is no separate list of minimum qualification requirements for directors in VET institutions. Heads of educational institutions are traditionally appointed to the position (assuming that they have a higher education qualification) and released from the position by decree of the Minister of Labour, Migration and Employment in accordance with the requirements of the Labour Code of the Republic of Tajikistan.

In accordance with article 17 of the Law on Basic Vocational Education, the educational and methodological achievements of IVET engineering and teaching staff are assessed every five years and certified in accordance with current normative legal acts. The purpose is to improve recruitment processes, teaching quality and further professionalisation. However, as empirical evidence shows, the existing mechanism is mainly carried out as a formality and does not play any significant role in promoting the engineering and teaching staff. This is clearly linked to a lack of engineering and pedagogical staff and their low salaries. An incentivisation scheme for professional staff in the VET system is not observed. This obviously bears out the contention that low salaries = low level of potential = low level of motivation. An exception is the practice at the School of Continuing

Professional Education in the University of Central Asia, where a specific mechanism links work results with payment<sup>14</sup>.

Between 2010 and 2013, the ratio of students to engineering and pedagogical staff in the IVET system decreased from 10.1 to 9.3. In 2013, 1,269 teachers and 1 133 VET instructors were employed in IVET institutions. Compared to 2010, this is an increase of 109 teachers and 48 instructors (see Table A.4.1 in the Annex). A qualitative analysis shows that 26.6% of teachers are women (see Tables A.4.1 and A.4.2 in the Annex). Of these, 42.5% have higher education; 16% have not completed their higher education and are currently studying via the correspondence department in the institution of higher education; 29.8% have secondary or initial vocational education; and 11.7% have just secondary general education. At the same time, 22.8% of teachers are in the highest qualification category; 23.4% are in the first category; 23.7% are in the second category; and 30.1% are not in any category. Almost the same situation applies to instructors of vocational training where 7.4% re women, 38.9% have a higher education; 11.4% have not completed their higher education; 28.2% have secondary or initial vocational education; and 14.1% have just secondary education. At the same time, 27% of VET instructors are in the highest qualification category; 15.5% are in the first category; 15.4% are in the second category; and 34.6% are not in any category<sup>15</sup>. There is an acute shortage of specialised instructors of vocational training in almost all VET specialisations (Government of the Republic of Tajikistan, 2012a).

One of key factors affecting quality of work is salary. It is worth noting that the share of salaries as a percentage of total funding increased by 19.9%, or 9.7 percentage points, between 2010 and 2014. In 2014, salaries accounted for 58.5% of total funding (see Table A.4.1 in the Annex).

While the average annual increase in the overall funding of the system was 21.4% during this period, this indicator in the context of the salary fund was 27.6%. The average nominal salary of engineering and pedagogical staff in the VET system increased by a factor of 1.8 between 2010 and 2013. In 2013, it was TJS 341.89. Its average annual growth rate amounted to 22.9%<sup>16</sup>. However, the average nominal salary of the engineering and pedagogical staff in the VET system in 2013 accounted for 67.9% of the average nominal salary of pedagogical staff in the country's general education system (see Table A.4.1 in the Annex).

## 4.3 Teaching and learning

Employers and other social partners have very little involvement in the training of specialists in the VET system. Despite the adoption of a law regulating partnerships between educational institutions and social partners in 2012 (Law on Training Specialists Based on Labour Market Needs (No 895), no sound mechanism for attracting financial resources from the private sector to organise vocational education and staff training has yet been established (Government of the Republic of Tajikistan, 2012a). Additional delegated legislation needs to be enacted.

### 4.3.1 Teaching and learning environment

An analysis of the material and technical basis of educational institutions in the VET system revealed a high percentage of obsolete machinery and equipment in these institutions. With the exception of GLZ-supported institutions, modern teaching techniques are practically non-existent in Tajik VET centres. They are currently equipped with 710 computers, 551 cars, 328 tractors, 112 wood processing machines, 251 metal processing machines and 840 items of auxiliary training equipment.

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<sup>14</sup> In 2013, the average salary in this school was about TJS 1 300, 3.8 times higher than the average salary in state IVET schools.

<sup>15</sup> See Table A.4.2 in the Annex for regional information on the qualification of teachers.

<sup>16</sup> According to World Bank data, the average rate of inflation during this period was 12.5% (<http://data.worldbank.org/country/tajikistan>).

In terms of space, 810.7 hectares of irrigable land, 88.43 hectares of unwatered land, 369 hectares of non-arable land and 733.9 hectares of arable land have been allocated to these institutions for training and production activities.

The agricultural machinery used in the training and production process of agricultural specialties was manufactured in the 1970s and 1980s: 20% (65 out of 328) of tractors, 9% (49 out of 551) of vehicles and 2% of combine harvesters are time-worn, but still technically sound and in good working order. All the equipment is obsolete and does not motivate students to learn (Government of the Republic of Tajikistan, 2012a).

Cooperation with international donor organisations is aimed at strengthening the material and technical basis, building the human resources capacity and improving the level of knowledge of VET students with limited internal resources. The VET sector in Tajikistan has made considerable progress in recent years thanks to bilateral agreements with such organisations. For example, in the period between 2008 and 2013, approximately EUR 13 million were spent on strengthening the material and technical educational basis and the human resources capacity of the country's VET within the framework of a single GIZ project aimed at promoting the development of the VET system in Tajikistan. An investment of EUR 3 million is planned for the period between 2014 and 2016. From 2015, USD 20 million is earmarked for an Asian Development Bank project designed to support the development of the VET system in Tajikistan.

Nevertheless, the initial results are seen in the context of mobilising financing from private sources (through partnerships with enterprises) to address problems relating to the infrastructure of educational institutions. Between 2011 and 2013, the Construction Professional Technical Lyceum in Dushanbe entered into a cooperation agreement with Knauf, a German company that has a presence in Kazakhstan. As part of this agreement, the company covered the cost of a number of laboratories and workshops set up to design and use gypsum plasterboard in construction works. The Professional Technical Lyceum No 66 in Dushanbe, together with the state company Barki Tojik, created a training base for training electricians to install and maintain high-voltage power lines. A professional technical lyceum in the Kumsangir region worked with a local construction company to set up a workshop to produce plastic windows and doors. Agrarian professional technical lyceums in Konibodom, Kulob, Zafarobod and Shahritus partially renovated their tractor fleets using their own budgetary funds earned from productive activities and services. Similarly, the professional technical lyceum in the Javan district established a training workshop for carpet weaving. In 2013, about TJS 8 million were earned through production activities and the provision of services in the VET system. Most of these funds were spent on capital repairs in buildings and facilities and the acquisition of training technology, equipment and tools (results of interviews with representatives of the Ministry of Labour, Migration and Employment, 2014).

One of the indicators identifying the state of the teaching environment is the structure of teachers' workloads. An analysis shows that a teacher's working week consists of 41 hours, 24 hours (48.8%) of which are assigned to teaching in the classroom (workshops). The remaining time is spent getting ready for lessons, sharing experiences with other teachers and understanding the educational process.

The research shows that a low level of qualifications among teachers, a lack of educational literature and equipment and a mismatch between the specialisations offered and labour market requirements are becoming some of the main reasons for the low quality of education in VET (Government of the Republic of Tajikistan, 2012a). Furthermore, the lack of electricity during winter also negatively affects the organisation of practical training. Regional differences are apparent in this context. Only Dushanbe and GBAR have access to electric power for the entire winter period.

### 4.3.2 Learning content

An analysis of the VET programme structure shows a certain interrelation between blocks of academic disciplines.

In accordance with the National Action Plan for VET Reform in Tajikistan (TAJSTAT, 2013c), common basic curricula were developed for three types of VET programmes: a one-year curriculum after general basic education; a two-year curriculum after general basic education without a general secondary education; and a three-year curriculum after general basic education with a general secondary education. These curricula took on board the quantitative standards of the State Education Standard in the VET system<sup>17</sup>. In accordance with the common basic curricula, the structure of each of the one-, two- and three-year training curricula is composed of three blocks. Table A.4.4 in the Annex shows the contents of these blocks.

No norms have yet been approved for short-term training plans for VET courses. However, an analysis of existing training plans for three- and six-month courses for professional training and retraining of unemployed people and job seekers in adult education training centres shows that certain norms and regulations have been developed in this area also (see Table A.4.5 in the Annex).

**FIGURE 4.1** shows how the curricula are composed of these blocks. A refers to general education disciplines; B refers to professional education disciplines; and C refers to auxiliary disciplines.

**FIGURE 4.1 SHARE OF LEARNING BLOCKS IN CURRICULA**

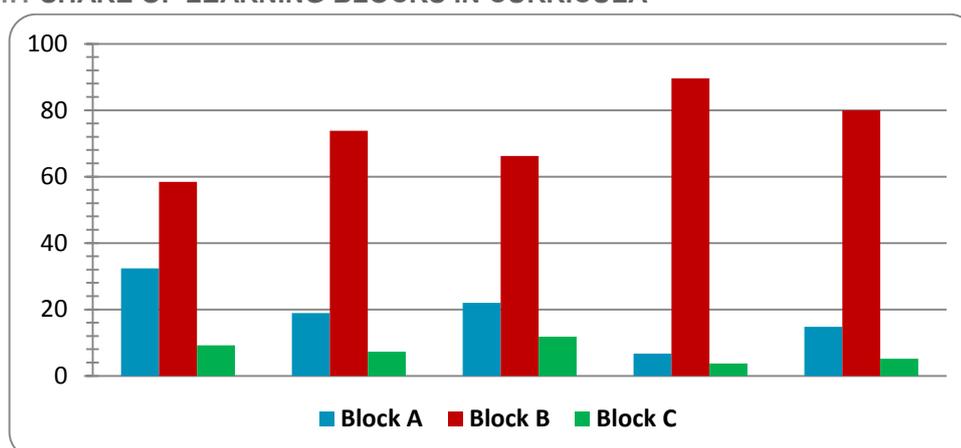


Table A.4.4 in the Annex shows that in the one-, two- and three-year curricula, the professional block accounts for 66.2%, 73.8% and 58.4%, respectively, of the curricula. The share of practical training in these curricula accounts for 61.9%, 68.7% and 65.5%, respectively, of the professional block. In the three- and six-month curricula, the professional block accounts for 80% and 89.6%, respectively. The share of practical training in these curricula accounts for 81.5% and 66.5%, respectively, of the professional block.

Some deviations from these norms depend on specificities of the given specialisation. A choice of disciplines and programmes, as well as the possibility to adapt these to the needs of individual students and groups of students, is provided by the auxiliary block in educational plans for IVET (see Table A.4.4 in the Annex). The share of elective courses in IVET programmes accounts for an average of 4.8% of the professional block.

Methodological support plays a key role in the process of programme implementation. The methodological support is provided by the training centre at the MLME and the educational institutions

<sup>17</sup> General basic education covers grades 1 to 9; general secondary education covers grades 10 to 11.

themselves by the schools' methodical boards. Each school has a methodical department where available instructional materials are kept. Every teacher has free access to these materials.

According to the analysis, educational plans and programmes are not fully harmonised for specific specialisations at different VET levels. This restricts students' opportunities for further education or career growth. A solution to this problem is partially provided for in the National Strategy for Education Development. However, this requires extensive financial and human resources, starting with the creation of the national qualifications framework to develop successive (stepped, modular) educational plans for specific specialisations. The implementation of educational plans and programmes depends greatly on the availability and quality of training materials. However, textbooks in the national language are not provided for the majority of training programmes and their quality leaves a lot to be desired. Most of the textbooks date from the 1980s. Educational institutions have the right to choose a textbook, if such a choice is available. This choice should be approved by the methodical council of the educational institution.

Mainly Russian textbooks are translated into Tajik. The translation is usually done by a team consisting of a teacher or instructor and a translator. Experience has shown that the translation is initiated by an educational institution and also by a methodical centre. Such textbooks are used until new textbooks become available. As previous Torino Process reports have pointed out, many educational institutions still use textbooks dating from the Soviet era.

Training and work programmes are mainly developed in leading educational institutions for specific specialisations and approved in the republican training resource centre. These documents are then distributed to other institutions. In general, employers are not involved in this process.

Moreover, on-the-job training accounts for about three-quarters of class hours (62-82% depending on the period of training) in the professional block. On-the-job training is carried out by organising work practice for students. However, organising this important aspect of the educational process is hampered by difficulties associated with poor communication between educational institutions and related enterprises or, in the absence of such enterprises, problems associated with the location of the school. Consequently, most of the students' work practice is organised in training workshops in the educational institution itself. Nevertheless, an improvement in the situation is expected with the adoption of the new Law on Training Specialists Based on Labour Market Needs. In particular, article 6 of this law includes 'the joint organisation of training and work practice' in the list of forms of partnership existing between the government and the private sector in the field of training specialists in a way that takes on board the demands of the labour market.

### 4.3.3 Parental involvement

Parents in particular have a right to participate in the work of autonomous bodies in educational institutions to protect the legitimate interests of their children related to the education and training process in public bodies and in court. They are also obliged to assist their children in getting an education in educational institutions and to create favourable conditions for them at home. With this purpose in mind, article 41 of this law provides for the establishment of a parents committee in every institution. This committee usually meets at least four times during the academic year. It focuses in particular on issues relating to students' attendance and the progress they are making as well as on the provision of support (financial and otherwise) to the educational institution. Such committees are established in all VET institutions even though they may not always function effectively.

## 4.4 Efficiency of use of resources

Analysis of public funding of the IVET system in the period between 2010 and 2014 shows that it increased annually by an average of 21.4% (see **TABLE 4.1**). It thus increased by a factor of 2.2 over this period and in 2014 reached TJS 38.6 million. Student funding has also been growing steadily:

between 2010 and 2013, average growth was 26%. Over this period, it increased almost doubled and in 2013 reached TJS 1 569. The IVET share of total financing for the entire education system decreased in 2013 by 0.07 percentage points compared with 2009, reaching 1.76% (see Table A.4.6 in the Annex). Between 2009 and 2013, state financing of the VET system as a share of the country's GDP increased by 16.0%, reaching 0.087%. Across the education system as a whole, the corresponding figures were 19.5% and 4.9%, respectively. In general, state expenditure on the IVET system increased by 0.04 percentage points and in 2013 amounted to 0.31%, while in the general education system, the rates were 3% and 17.9%, respectively (see Table A.4.6 in the Annex).

Table 4.1 shows the allocation of public resources in the IVET system by item of expenditure.

**TABLE 4.1 SOME INDICATORS OF STATE FINANCING IN IVET, 2010-14 (IN TJS AT CURRENT PRICES)**

	2010	2011	2012	2013	2014
<b>Total</b>	17 962 290	21 252 544	26 203 472	35 116 106	38 589 956
<b>Including (the following items are specified as a percentage of total spending)</b>					
Salaries	48.8	48.4	51.8	58.4	58.5
Heavy machinery	1.0	0.9	0.9	0.6	0.6
Heavy equipment, technics and stock	6.8	7.2	6.3	4.6	4.0
Construction and major overhaul of buildings and edifices	11.8	12.1	10.8	8.5	9.7
Overalls	0.9	1.7	0.9	0.7	0.7
Purchase of books and stationery	0.4	0.4	0.4	0.3	0.3
Hot food	10.0	9.2	8.2	6.1	5.4
Other expenses	20.3	20.1	20.7	20.8	20.7

Source: Ministry of Finance

This table shows that between 2010 and 2014, salaries accounted for an average of 53.2% of these funds. In the period under review, salaries increased by a factor of 1.2, amounting to 58.5% of the total budget in 2014. The second biggest expenditure is covered in the Other expenses item, which comprises mainly expenses relating to the maintenance of buildings and structures in the system (payment for services) and on average account for 20.5% of total costs. In third place (10.6%) is expenditure relating to the construction and major repairs of buildings and structures. Nevertheless, total expenditure on the acquisition of the property of an educational nature accounts for an average of 18.5% of total costs, although this figure decreased by 5.6 percentage points in 2014 compared to 2010. Among such expenditure, the largest amount (31%) related to the purchase of educational equipment, machinery and stock, which increased by 27.8% in the period under review.

Overall, the expenditure pattern of public funds corresponds to the needs structure of the system at the current stage of its development, taking into account the capacity of the state.

## 4.5 Action and assessment of progress since 2010

Since 2010, a certain amount of progress has been made in formulating VET policy and in improving VET efficiency internally (rated 3). This progress was made on foot of the introduction of the new version of the Law on Education and the concept of education quality, which determined the main principles of the provision of this quality. In particular, the legislation states that quality management

implements the unified state education policy, defines a uniform national procedure for evaluating the quality of education and ensures its effectiveness. It is carried out using internal and external evaluation methods based on monitoring results and making managerial decisions in educational institutions. However, no single national procedure for evaluating the quality of education or mechanisms of internal and external evaluation have yet been developed.

Following the implementation of the ETF's initiative on school development in Central Asia, some progress has been made in pilot schools in developing social partnership, planning and implementing measures on school development, establishing mechanisms for monitoring and evaluating education quality and improving the teaching environment.

The MLME is currently working with the Ministry of Education and Science to initiate the development of implementation mechanisms within the framework of this law. This will entail the implementation of a single national procedure for monitoring and evaluating internal and external VET quality (results of interviews with representatives of the Ministry of Labour, Migration and Employment, 2014).

Another example of policy implementation is the development and publication of the national occupation classification system, which defines the basic qualification requirements for each specialisation, from top manager to street vendor. This system can serve as a basis for developing the qualification characteristics (knowledge and skills) for trained employees (specialists) as one of the key indicators of education quality. As a result of project initiatives conducted by the ETF and other donor organisations (especially GIZ) and due to the support of the MLME and the Ministry of Education and Science, certain fragmented progress has been made in VET policy implementation, monitoring and evaluation in pilot VET schools. This activity has not yet been reproduced fully at a national level.

Nevertheless, improving the internal efficiency of the VET system, in particular by strengthening its human capacity and methodological support, is considered a priority within the framework of the policy and programme documents that have been adopted. To date, no significant progress has been made in developing practical measures.

In this context, there is an urgent need to develop and implement specific state programmes to develop professional human resources (in particular for implementing practical adult learning opportunities in the CVET system) and to provide modern textbooks for this purpose. Further priority areas are:

- strengthening the human capacity of the system, from managers to instructors of vocational training;
- equipping educational institutions with modern workshops, training equipment and tools for professions that are most in demand both in the internal and external components of the labour market; and
- developing and implementing a permanent mechanism for monitoring and assessing the quality of education and training.

All these priority areas in VET reform are included in the sectoral strategic policy documents. For example: 'The IVET and CVET staff should comply with the objectives and principles of the organisation of educational programmes. The practice-oriented educational process and modular competence-based organisation of programmes require the participation of specialists in the relevant fields in the training process. The involvement of experts from sectors of the real economy in teaching activities is the best way to solve the staffing problems. Attractive conditions should be provided for pedagogical activities in institutions of vocational education.' (Government of the Republic of Tajikistan, 2012b, p. 41).

With regard to the second priority, it is envisaged that 'in conditions of limited financial resources, more attention will be paid to increased cooperative VET and shifting the practical training to enterprises. This could lead to further agreements for the intensive use of cooperative VET and the shifting of practical training to enterprises. It could also lead to further agreements for the intensive use of the available equipment of employers and the organisation of mobile laboratories and computer classes. It could also encourage the private sector to participate in education at all levels, including the provision of training on short-term courses. On the other hand, all vocational educational institutions need to be equipped with information resources and access to the Internet.' (Government of the Republic of Tajikistan, 2012b, p. 39).

However, there is no clear plan or knowledge for implementing these priorities or for including the third priority in the strategic documents.

## 5. GOVERNANCE AND POLICY PRACTICES IN THE VET SYSTEM

Significant progress in VET governance was observed at the beginning of 2014. During the period covered by the previous report (ETF, 2013), two subsystems of VET were running under various ministries: initial vocational education under the Ministry of Education and continuing vocational training (including adult training) under the Ministry of Labour and Employment. This report mentioned the logic of consolidating the VET system in one ministry.

In 2013, the Ministry of Labour and Employment was restructured and re-established as the Ministry of Labour, Migration and Employment. The entire VET system, including its two subsystems, was transferred as a full unit into the structure of this ministry. The word 'migration' was mentioned for the first time in the ministry's name and placed before the word 'employment'. This is clearly done in recognition of the dual-component nature of Tajikistan's labour market discussed in previous sections of this report. It also recognises the importance of the labour market's external (foreign) component in providing employment for the country's labour resources.

The ministry's regulations state that the MLME is the central executive state government authority responsible for the development and implementation of a unified state policy. It is also responsible for normative legal regulation in the sphere of labour migration, the labour market, employment of the population, living standards of the population and for basic vocational education and adult education. The section in the regulations entitled 'Authorities of the ministry' states that the ministry has the following authorities in the VET sector:

- to develop draft norms and state standards for initial (primary) vocational education and adult education and to ensure implementation and supervision of the performance of these standards;
- to develop and approve the order of the educational programmes and plans in initial (primary) vocational education and adult education in consultation with the relevant ministries and agencies;
- to develop and implement appropriate programmes to meet labour market demands for professional personnel with initial (primary) vocational education (training);
- to organise methodological support and development for the system of initial (primary) vocational education and adult education;
- to organise short courses on professional training, retraining, advanced training and basic skills training;
- to develop and implement measures for strengthening the material basis of educational institutions in the initial (primary) vocational education and adult education sector by attracting domestic and foreign development partners and investors; and
- to organise and monitor the quality of the initial (primary) vocational and adult education sector.

One of the first steps for implementing this mandate is established by the VET methodical, monitoring and evaluation centre within the MLME structure. The CVET subsystem is incorporated into the structure of the Labour and Employment Agency in this ministry, while the IVET subsystem is directly subordinate to the VET department in the ministry.

At a regional and local level, the CVET system is managed by the regional and local structures of the Labour and Employment Agency. Regional and local governance structures have not yet been established for the IVET subsystem.

There is currently no public or state coordinating body that includes the participation of stakeholders functioning in the VET sector at a national, regional or local level. The employment promotion committees could be used as such a body. These committees were established in 2007 by government decree at all three levels. They are composed of members of the tripartite cooperation entering these committees on equal terms: the government, employers and trade unions. The objectives of these committees include the development of the VET system as a priority. In fact, the low level of participation of regional and local authorities in the management of the VET system is connected, in particular, with the fact that all educational institutions in this system are the property of the republican government and are currently directly subordinate to the Ministry of Labour, Migration and Education.

Some progress can be seen in the area of partnership at school level. As members of the school council, employers and parents can participate in the management of IVET schools. Engineering and teaching staff traditionally participate in the process of school management within the framework of the school council, teachers council and education board of the school.

## 5.1 Defining vision and strategy for VET

Responsibilities for different VET components are distributed as indicated below.

### MATRIX 1 DISTRIBUTION OF RESPONSIBILITIES

	Objective setting	Implementation	Monitoring
<b>Definition of vision and strategy of VET</b>			
Authorised body	Republican government on the basis of offers made by the MLME	MLME	Republican government
Responsible body	MLME	VET department in the MLME Labour and Employment Agency in the MLME VET schools	MLME
Bodies and consultation partners	Interested ministries (education, economic development, finance and sectoral ministries)	Regional and local authorities	Regional and local authorities
Parties that are informed	Tajikistan Employers Union Trade Union of Tajikistan		
<b>Efficiency and effectiveness of satisfying economic and labour market needs</b>			
Authorised body	Republican government on the basis of offers made by the MLME and the Ministry of Economic Development	MLME	MLME and Ministry of Economic Development
Responsible body	MLME and Ministry of Economic Development	Scientific Research Institute of Labour, Migration and Employment in the MLME VET department in the MLME Labour and Employment Agency in the MLME VET schools	MLME
Bodies and consultation partners	Sectoral ministries	Regional and local authorities Tajikistan Employers Union	Regional and local authorities Tajikistan Employers Union
Parties that are informed	Tajikistan Employers Union Trade Union of Tajikistan		

Efficiency and effectiveness of satisfying the needs of social-demographic development and social integration			
Authorised body	Republican government on the basis of offers made by the MLME	MLME	Republican government
Responsible body	MLME	VET department in the MLME Labour and Employment Agency in the MLME VET schools	MLME
Bodies and consultation partners	Ministry of Health and Social Development Ministry of Education and Science	Regional and local authorities	Ministry of Health and Social Development Ministry of Education and Science
Parties that are informed			Regional and local authorities Trade Union of Tajikistan

#### MATRIX 2 MODE OF ACTION/DECISION MAKING OF THOSE RESPONSIBLE

	Objective setting	Implementation	Monitoring
Definition of vision and strategy of VET			
Full autonomy			Republican government
After (obligatory) consultation	Republican government; MLME	MLME	
Bodies and coordination partners	Interested ministries (education, economic development, finance and sectoral ministries) and the corresponding departments in the republican government	VET department in the MLME Labour and Employment Agency in the MLME	
Bodies and consultation partners		Regional and local authorities Tajikistan Employers Union Trade Union of Tajikistan	Ministry of Economic Development Regional and local authorities Tajikistan Employers Union Trade Union of Tajikistan

## 5.2 Effectiveness and efficiency in addressing economic and labour market demand

In August 2012, the Law on Training Specialists Based on Labour Market Needs was adopted to support efficient multi-level participation in VET governance and policy development. It was also intended to develop principles of common (shared) responsibility in the VET system between VET institutions and the business community and to cultivate social dialogue.

	Objective setting	Implementation	Monitoring
Full autonomy			
After (obligatory) consultation	Republican government on the basis of the offers made by the MLME	MLME	MLME
Bodies and coordination partners	Ministry of Economic Development	VET department in the MLME Labour and Employment Agency in the MLME	VET department in the MLME Labour and Employment Agency in the MLME
Bodies and consultation partners		Tajikistan Employers Union Trade Union of Tajikistan	Ministry of Economic Development

## 5.3 Effectiveness and efficiency in addressing social and inclusion demand

	Objective setting	Implementation	Monitoring
Full autonomy			
After (obligatory) consultation	Republican government on the basis of offers made by the MLME	MLME	MLME
Bodies and coordination partners	Ministry of Health and Social Development Ministry of Education and Science	VET department in the MLME Labour and Employment Agency in the MLME	VET department in the MLME Labour and Employment Agency in the MLME
Bodies and consultation partners		Tajikistan Employers Union Trade Union of Tajikistan	Ministry of Health and Social Development Ministry of Education and Science

## 5.4 Internal efficiency and effectiveness of the VET system

### MATRIX 3 DISTRIBUTION OF RESPONSIBILITIES FOR QUALITY STANDARDS

	Responsible for setting	Accountable for compliance	Monitoring and assessment
Quality standards: the educational environment	MLME develops professional qualification standards and the State Educational Standard for VET*	MLME VET department in the MLME VET methodical, monitoring and evaluation centre in the MLME VET schools	MLME VET methodical, monitoring and evaluation centre in the MLME
Quality standards: learning outcomes	MLME in particular approves the list of graduate courses drafted by the state examination board	VET department in the MLME VET methodical, monitoring and evaluation centre in the MLME VET schools	VET department in the MLME VET methodical, monitoring and evaluation centre in the MLME
Quality standards: standards of teaching for accreditation of VET institutions	Ministry of Education and Science	MLME VET department in the MLME VET methodical, monitoring and evaluation centre in the MLME VET schools	Ministry of Education and Science

Note: (\*) Professional standards are established by MLME's decision and are registered with the Ministry of Justice as republican normative-legal statements; the State Educational Standard is established by decision of the republican government.

#### MATRIX 4 MODE OF DECISION MAKING WHEN SETTING QUALITY STANDARDS

	Unilaterally	Obligatory consultation	If consultation, with whom
Quality standards: the educational environment		MLME VET department in the MLME	Tajikistan Employers Union Trade Union of Tajikistan
Quality standards: learning outcomes		MLME VET methodical, monitoring and evaluation centre in the MLME	VET schools
Quality standards: standards of teaching for accreditation of VET institutions	Ministry of Education and Science		

#### MATRIX 5 RESPONSIBILITY FOR CURRICULUM CONTENT AND TEACHING STANDARDS

	Responsible for determining	Obligatory consultation	If consultation, with whom
Maintenance of curricula	MLME VET methodical, monitoring and evaluation centre in the MLME		VET schools
Methods of teaching learning programmes	Ministry of Education and Science	MLME	VET methodical, monitoring and evaluation centre in the MLME

### Financial management

The Ministry of Finance, together with the MLME, draws up the budget for the VET system within the framework of state expenditure. As already mentioned, in addition to state-sourced funding, the VET system also has its 'own resources', acquired as a result of production activities conducted by educational institutions. These production activities are made possible by the arable lands, pastures, machinery and equipment that they have at their disposal and the services that they provide and for which they are paid. As already noted, this source of income amounted to more than TJS 8 million for IVET in 2013 and was collected in informal payments (results of interviews with representatives of the Ministry of Labour, Migration and Employment, 2014). Furthermore, some employers have participated in funding the system at educational institution level in recent years (see Section 4 of this report). Thus, the budgetary burden is currently covered mainly by the state budget and the VET system's own budget.

The responsible ministry (up to 2014, the Ministry of Education and Science; from 2015, the MLME) traditionally distributes the budget by expenditure item. This is based on the budget proposals submitted by each educational institution within the allocated amount of funds. The MLME approves the expenditure budget of the VET system's own funds based on the proposal submitted by each educational institution stating the amount of money it has earned.

The same funding mechanism is applied for adult training centres operated by the MLME, with the only difference being that in this case the National Centre for Adult Education performs the ministry's function. There is currently no exact data available on the volume of funds collected by the adult training centres themselves.

## 5.5 Assessment of progress since 2010

An analysis of the prescribed functions, powers, level of self-sustainability and responsibilities of VET system stakeholders shows that these management elements are distributed between all stakeholders at all three levels, except among employer representatives. Nevertheless, the Law on Training Specialists Based on Labour Market Needs, adopted in 2012, provides some progress in this area. However, mechanisms for implementing this law have not yet been developed.

The distribution of these management elements between stakeholders in the VET system shows that the main burden lies on the republican government agencies and on educational institutions themselves. Regional and local executive authorities officially participate only in the appointment of the heads of MLME agencies at the respective levels and of the heads of educational institutions in the VET sector<sup>18</sup>.

The mechanisms for the participation of other VET stakeholders – students, parents, engineering and pedagogical staff – in the management process of the VET system is clearly described in the legislative (Law on Education) and normative acts.

The above-mentioned structure of governance was not operating at its full potential in the period under review as the VET system had just been transferred in its entirety (initial vocational education and continuing vocational training) back under the auspices of the MLME. It had lost some of its former experience and human capacity. It will take time to become operational again.

To improve the participation of regional and local authorities and the representatives of employers in the management of the VET system, there is an urgent need for a medium-term action plan for 2016 to 2020. Such a plan must be based on strategic documents (Government of the Republic of Tajikistan, 2012a) and mechanisms for implementing social partnership within the framework of the Law on Training Specialists Based on Labour Market Needs.

Since 2010, some progress has been made in attaining effective multi-level participation in VET system management and policy development. A legislative framework was established for activities in this important area (Parliament of the Republic of Tajikistan, 2012a). Moreover, the recent inclusion of the VET system (both initial and continuing VET) in the MLME structure brings it more into line with the labour market and employment opportunities.

Nevertheless, intensive efforts are needed for a qualitative improvement of the situation. Here, the key role should be played by the MLME and the Tajikistan Employers Union. Research shows that both are interested in participating (results of interviews with representatives of the Ministry of Labour, Migration and Employment, 2014; results of interviews with employer representatives, 2014). On this basis, the following three main priorities can be identified:

- strengthen the activities of employment promotion committees, at national, regional and local levels. Here, the key role should be played by the MLME and the Tajikistan Employers Union;
- create a multi-level working group within the MLME in which the Tajikistan Employers Union and the Trade Union of Tajikistan are participants. Its remit will be to develop mechanisms to implement the Law on Social Partnership. It would be more effective if – as specified by the MLME initiative – the composition of this group, with the involvement of other concerned ministries, and the plan outlining its activities, were approved by the government;

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<sup>18</sup> The analysis shows that these two levels of executive authorities are not specified in the list of responsible bodies either in the strategic documents (Government of the Republic of Tajikistan, 2012b) or in the programme documents (Government of the Republic of Tajikistan, 2012a).

- create a multi-level and inter-sectoral working group within the MLME to develop the National Action Plan for VET Reform for 2016-20 and to submit this plan for approval to the government in 2015.

It is believed that this report will become an important basis for the establishment of a multi-level and cross-sectoral mechanism for implementing the chosen priorities and achieving substantial results in the further qualitative development of the VET system in Tajikistan.

# ANNEX: STATISTICAL DATA

**TABLE A.1.1 LABOUR RESOURCES AND EMPLOYMENT, 2004-12 (IN THOUSANDS)**

Indicator name	1990	2004	2005	2006	2007	2008	2009	2010	2011	2012
Population	5 361	6 719	6 842	6 966	7 097	7 251	7 417	7 621	7 807	7 987
Labour resources	2 469	3 777	3 893	4 047	4 210	4 310	4 435	4 530	4 664	4 796
Labour force	1 939	2 132	2 154	2 185	2 201	2 217	2 264	2 280	2 303	2 347
Employed	1 939	2 090	2 112	2 137	2 150	2 168	2 219	2 233	2 249	2 291

Note: Data refers to administrative data; labour resources refer to the male population aged 15-63 and female population aged 15-58.

Source: TAJSTAT, 2013a; 2013b; 2014a; and 2014b

**TABLE A.2.1 EMPLOYMENT BY MAIN ECONOMIC SECTOR, 2007-12 (IN THOUSANDS, AVERAGE FOR EACH YEAR)**

	2007	2008	2009	2010	2011	2012
Employment – total	2 150	2 168	2 219	2 233	2 249	2 291
Employment in selected sectors						
Agricultural sector	1 430	1 447	1 468	1 471	1 527	1 532
Share of agricultural sector (%)	66.5	66.7	66.2	65.9	67.9	66.9
Industrial sector	114	104	104	94	90.1	95.9
Share of industrial sector (%)	5.3	4.8	4.7	4.2	4.0	4.2
Service sector	543	542	573	586	578	607
Share of service sector (%)	25.3	25.0	25.8	26.2	25.7	26.5

Note: Data refers to administrative data; reference population covers the male population aged 15-63 and female population aged 15-58.

Source: TAJSTAT, 2013a

**TABLE A.2.2 NOMINAL GDP BY MAIN ECONOMIC SECTOR, 2007-12 (IN TJS MILLION, AT CURRENT PRICES)**

	2007	2008	2009	2010	2011	2012
GDP – total	12 804	17 707	20 629	24 705	30 071	36 161
GDP in selected sectors						
Agricultural sector	2 488.5	3 517.9	3 827.0	4 625.9	7 167.6	8 433.3
Share of agricultural sector (%)	19.4	19.9	18.6	18.7	23.8	23.3
Industrial sector	2 356	2 514	2 950	3 632	4 390	5 207
Share of industrial sector (%)	18.4	14.2	14.3	14.7	14.6	14.4
Service sector	5 328.3	7 604.7	9 459.2	11 843.8	14 794.5	18 297.5
Share of service sector (%)	41.6	43.0	45.9	47.9	49.2	50.6

Source: TAJSTAT, 2013a

**TABLE A.2.3 NUMBER OF EMPLOYEES BY MAIN ECONOMIC SECTOR, 2009-12 (IN THOUSANDS, AVERAGE FOR EACH YEAR)**

	2009	2010	2011	2012
Total in economy	1 054.1	1 046.3	1 044.2	1 050.5
In selected sectors				
Agricultural sector	521.4	515.0	501.8	500.0
Industrial sector	99.4	93.1	88.5	91.8
Including in energy	12.8	16.7	17.7	19.5
Construction sector	25.5	27.5	29.8	31.2
Service sector	401.9	412.8	424.1	433.7

Note: Data refers to administrative data; reference population covers the male population aged 15-63 and female population aged 15-58.

Source: TAJSTAT, 2013a; and 2013b

**TABLE A.2.4 NUMBER OF EMPLOYEES BY REGION, 2007-12 (IN THOUSANDS, AVERAGE FOR EACH YEAR)**

	2007	2008	2009	2010	2011	2012
Total in economy	1 065.7	1 053.9	1 054.1	1 046.3	1 044.2	1 050.5
Dushanbe city	126.8	135.9	145.0	134.9	135.5	136.4
GBAR	24.8	25.7	21.4	21.8	22.6	22.8
Khatlon region	382.5	364.3	365.3	372.0	375.9	386.1
Soghd region	393.6	400.7	400.1	398.7	391.7	389.5
DRS	129.4	127.2	121.3	119.0	118.6	115.6

Note: Data refers to administrative data; reference population covers the male population aged 15-63 and female population aged 15-58.

Source: TAJSTAT, 2013a; and 2013b

**TABLE A.2.5 TOTAL AND YOUTH EMPLOYMENT AND UNEMPLOYMENT, 2005-12**

	2005	2006	2007	2008	2009	2010	2011	2012
Labour force participation rate, (% of population aged 15-64)	69.5	69.6	69.7	69.8	70.0	70.1	70.3	70.5
Labour force participation rate, age group 15-24 (%)	46.8	47.0	47.3	47.6	47.8	47.9	48.0	48.0
Youth unemployment (% of labour force aged 15-24)	21.1	21.2	21.2	21.2	21.0	21.1	21.2	21.2
Total unemployment (% of labour force)	11.7	11.7	11.8	11.8	11.6	11.6	11.6	11.5
Youth employment rate, age group 15-24 (%)	36.90	37.0	37.2	37.5	37.8	37.8	37.9	37.8
Total employment rate, age group 15-64 (%)	58.4	58.5	58.7	58.9	59.3	59.4	59.7	59.9

Note: Estimated data.

Source: World Bank database

**TABLE A.2.6 TOTAL AND YOUTH FOREIGN LABOUR MIGRATION, 2008-12**

	2008	2009	2010	2011	2012
Organized foreign labour migration – total	11 044	15 529	0	321	5 351
Of which under the age of 18	307	913	0	0	0
Aged 18-29	3 565	4 658	0	106	2 548
Youth – total	3 872	5 571	0	106	2 548
Unorganized foreign labour migration – total	646 298	677 414	736 446	750 070	739 017
Of which under the age of 18	15 420	16 590	39 617	56 407	40 935
Aged 18-29	180 325	203 224	380 210	359 456	379 299
Youth – total	195 745	219 814	419 827	415 863	420 234
Foreign labour migration – total	657 342	692 943	736 446	750 391	744 368
Of which young people	199 617	225 385	419 827	415 969	422 782
Youth share of foreign labour migration (%)	30.37	32.53	57.01	55.43	56.80

Source: TAJSTAT, 2013a

**TABLE A.2.7 CONTRIBUTION OF FOREIGN LABOUR MIGRATION TO NATIONAL INCOME, 2006-2012 (IN USD MILLION, AT CURRENT PRICES)**

	2006	2007	2008	2009	2010	2011	2012
Net current transfers from abroad	984.08	1 515.47	2 498.01	1 733.52	2 112.52	2 949.36	3 481.00
GDP	2 830.24	3 719.5	5 161.34	4 979.48	5 642.22	6 522.59	7 632.61

Source: World Bank database

**TABLE A.2.8 SUPPLY AND DEMAND IN LABOUR MARKET, 2006-12**

	2006	2007	2008	2009	2010	2011	2012
Number of vacancies registered with SES	16 293	15 529	13 998	11 180	10 473	11 694	11 814
Number of unemployed people and job seekers registered with SES	62 474	60 492	53 337	59 872	59 669	64 079	63 540
Ratio of unemployed people to a specific vacancy	3.83	3.90	3.81	5.36	5.70	5.48	5.38
Number of enterprises which have advertised vacancies with SES	827	742	679	683	723	789	808

Source: TAJSTAT, 2013a

**TABLE A.2.9 NUMBER OF ENTERPRISES BY REGION, 2006-12**

	2006	2007	2008	2009	2010	2011	2012
Total	50 018	55 787	63 351	19 024	25 083	29 068	32 684
GBAR	1 036	1 274	1 351	824	1 121	1 134	1 208
Share (%)	2.1	2.3	2.1	4.3	4.5	3.9	3.7
Khatlon region	14 945	16 377	18 963	5 091	6 934	8 800	9 876
Share (%)	29.9	29.4	29.9	26.8	27.6	30.3	30.2
Soghd region	13 638	15 245	17 244	4 513	6 131	7 109	7 695
Share (%)	27.3	27.3	27.2	23.7	24.4	24.5	23.5
Dushanbe city	7 754	8 903	10 241	5 278	6 487	7 045	8 546
Share (%)	15.5	16.0	16.2	27.7	25.9	24.2	26.1
DRS	12 645	13 988	15 572	3 318	4 410	4 980	5 359
Share (%)	25.3	25.1	24.6	17.4	17.6	17.1	16.4

Source: TAJSTAT, 2013a; and 2013c

**TABLE A.3.1 POPULATION AND YOUTH TRENDS, END OF YEAR (IN THOUSANDS)**

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Total population	6 487	6 599	6 719	6 805.7	6 965.5	7 096.9	7 250.8	7 417.4	7 621.2	7 807.2	7 987.4	8 160.4
Population growth rate (%)		1.73	1.82	1.29	2.35	1.89	2.17	2.30	2.75	2.44	2.31	2.17
Number of young people (14-30)	2 143.2	2 219.9	2 304.7	2 374.5	2 396.3	2 446.0	2 518.3	2 589.1	2 642.0	2 695.1	2 749.6	2 808.9
Youth growth rate (%)		3.58	3.82	3.03	0.92	2.07	2.96	2.81	2.04	2.01	2.02	2.16
Youth share (14-30) in total population (%)	33.0	33.6	34.3	34.9	34.4	34.5	34.7	34.9	34.7	34.5	34.4	34.4

Source: TAJSTAT, 2013b; 2013c; 2014a; and 2014b

**TABLE A.3.2 POPULATION BY AGE GROUP, 1 JANUARY 2013 (IN THOUSANDS)**

	Male			Female			Both sexes		
	Urban	Rural	Total	Urban	Rural	Total	Urban	Rural	Total
0-4	132.1	431.2	563.3	124.6	404.7	529.3	256.7	835.9	1 092.6
5-9	107.4	334.8	442.2	101.5	317.4	418.9	208.9	652.2	861.1
10-14	112.8	327.3	440.1	106.0	311.9	417.8	218.8	639.2	857.9
15-19	115.6	321.5	437.0	106.5	313.3	419.9	222.1	634.8	856.9
20-24	139.5	290.5	430.0	112.9	312.4	425.3	252.4	602.9	855.3
25-29	93.4	280.7	374.0	91.5	278.1	369.6	184.9	558.8	743.6
15+	713.7	1 874.4	2 588	708.5	1 879.3	2 587.8	1 422.2	3 753.7	5 175.8
Total	1 066	2 967.6	4 033.5	1 040.5	2 913.3	3 953.9	2 106.5	5 880.9	7 987.4

Source: TAJSTAT, 2013b

**TABLE A.4.1 SOME INDICATORS OF IVET, 2010-13 (AT CURRENT PRICES)**

	2010	2011	2012	2013
Total state financing (TJS)	17 962 290	21 252 544	26 203 472	35 116 106
Number of pupils	22 630	23 857	23 238	22 375
Total salaries (TJS)	8 771 303	10 289 791	13 578 311	20 520 391
Salary of management and service staff (TJS)	3 574 560	4 605 217	6 447 304	10 665 867
Number of teachers	1 160	1 210	1 389	1 269
Number of instructors	1 085	1 093	1 293	1 133
Number of teachers and instructors	2 245	2 303	2 682	2 402
Average salary of engineering and pedagogical staff (TJS)	192.9	205.69	221.57	341.89
Average salary in education system (TJS)	278.67	316.96	425.82	503.21

Source: Ministry of Finance

**TABLE A.4.2 QUALITY STRUCTURE OF IVET TEACHING STAFF, 2013/14 ACADEMIC YEAR**

Region	Teachers	Of whom, female	Education level				Qualification level			
			Higher education	Incomplete higher education	Secondary or IVET	General secondary	Higher	First	Second	None
GBAR	27	9	16	2	9	0	7	5	4	11
Sughd	511	149	230	86	156	39	144	104	122	141
Khatlon	217	49	91	22	77	27	20	41	55	101
Dushanbe	365	105	130	72	88	75	77	110	91	87
DRS	149	26	72	21	48	8	41	37	29	42
Total	1 269	338	539	203	378	149	289	297	301	382

Source: VET Department, Ministry of Education and Science

**TABLE A.4.3 QUALITY STRUCTURE OF IVET INSTRUCTOR STAFF, 2013/14 ACADEMIC YEAR**

Region	Instructors	Of whom, female	Education level				Qualification level			
			Higher education	Incomplete higher education	Secondary or IVET	General secondary	Higher	First	Second	None
GBAR	19	5	13	3	3	0	5	3	3	8
Sughd	413	137	164	27	144	78	117	57	71	168
Khatlon	226	63	103	16	80	27	76	29	31	90
Dushanbe	312	97	132	71	82	27	83	69	52	108
DRS	163	33	64	23	36	40	50	32	32	49
Total	1 133	335	476	140	345	172	331	190	189	423

Source: VET Department, Ministry of Education and Science

**TABLE A.4.4 CONTENTS OF IVET CURRICULA**

No	Name of educational blocks and cycles	Number of academic hours	
		Up to 2013	Since 2013
<b>1</b>	<b>Three-year curriculum</b> (after general basic education with a general secondary education)	<b>4 525</b>	<b>4 806</b>
A	General secondary education block	1 466	1 737
	Humanities disciplines	779	792
	Scientific and natural disciplines	687	945
B	Professional education block	2 643	2 467
	General technical and specialist disciplines	913	999
	Industrial training	1 730	1 468
C	Auxiliary block	416	
	Stand by professional academic hours	50	80
	Elective courses	100	100
	Facultative courses	50	140
	Class hours for consultations	144	186
	Class hours for exams	72	96
<b>2</b>	<b>Two-year curriculum</b> (after general basic education, without general secondary education)	<b>2 923</b>	<b>3 058</b>
A	General education block	553	492
	General education disciplines	553	492
B	Professional education block	2 128	2 284
	General technical and specialist disciplines	666	2 118
	Industrial training	1 462	870
C	Auxiliary block	242	
	Standby professional academic hours	30	
	Elective courses	50	
	Class hours for consultations	108	
	Class hours for exams	54	
<b>3</b>	<b>One-year curriculum</b> (after general secondary education)	<b>1 468</b>	
A	General education block	340	
	General education disciplines	340	
B	Professional education block	1 024	
	General technical and specialist disciplines	390	
	Industrial training	634	
C	Auxiliary block	104	
	Standby professional academic hours	50	
	Class hours for consultations	36	
	Class hours for exams	18	

Source: Educational and methodical centre, Ministry of Education and Science

**TABLE A.4.5 CONTENTS OF CVET CURRICULA**

No	Name of educational blocks and cycles	Number of academic hours
<b>1</b>	<b>Six-month training course</b>	<b>1 018</b>
A	General education block	68
	General education disciplines	68
B	Professional training block	912
	General technical disciplines	306
	Industrial training	606
C	Auxiliary block	38
	Class hours for consultations	20
	Class hours for exams	18
<b>2</b>	<b>Three-month training course</b>	<b>596</b>
A	General education block	136
	General education disciplines	136
B	Professional training block	432
	General technical disciplines	80
	Industrial training	352
C	Auxiliary block	28
	Class hours for consultations	10
	Class hours for exams	18

Source: Educational and methodical centre in Ministry of Education and Science

**TABLE A.4.6 CHANGES IN INDICATORS OF IVET STATE FINANCING, 2009-13 (TJS MILLION, AT CURRENT PRICES)**

	2009	2010	2011	2012	2013
GDP	20 628.5	24 704.7	30 071.1	36 161.1	40 524.5
Total state expenditure	5 687.3	6 712.6	8 562	9 107.9	11 149.6
State financing of education	845.4	990	1 443.1	1 540.6	1 990.4
State financing for IVET	15.5	18.0	21.3	26.2	35.1
Share of education financing in GDP (%)	4.1	4	4.8	4.3	4.9
Share of IVET financing in GDP (%)	0.075	0.073	0.071	0.072	0.087
Share of IVET financing in education financing (%)	1.83	1.82	1.48	1.70	1.76
Share of IVET financing in total state expenditure (%)	0.27	0.27	0.25	0.29	0.31
Share of education financing in total state expenditure (%)	14.9	14.7	16.9	16.9	17.9

Source: TAJSTAT, 2013b; and 2014a

## ACRONYMS

<b>CVET</b>	Continuing vocational education and training
<b>ETF</b>	European Training Foundation
<b>EU</b>	European Union
<b>EUR</b>	Euro
<b>GBAR</b>	Gorno-Badakhshan Autonomous Region
<b>GDP</b>	Gross domestic product
<b>GIZ</b>	Gesellschaft für International Zusammenarbeit
<b>ISCED</b>	International Standard Classification of Education
<b>IVET</b>	Initial vocational education and training
<b>MLME</b>	Ministry of Labour, Migration and Employment
<b>SES</b>	State employment service
<b>TJS</b>	Tajikistan somoni (currency)
<b>USD</b>	United States dollar (currency)
<b>VET</b>	Vocational education and training

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