

**REVIEW OF VOCATIONAL  
EDUCATION AND TRAINING AND  
EMPLOYMENT IN BELARUS  
2003**



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**REVIEW OF VOCATIONAL  
EDUCATION AND TRAINING AND  
EMPLOYMENT IN BELARUS  
2003**

*This report was prepared by Liliana Anghel (ETF) in cooperation with the National Observatory  
of Belarus  
ETF, 2004*

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The National Observatory, which was created with the support of the European Union's Tacis Programme and the ETF, collects, analyses and disseminates information on the vocational education

and training system and labour market issues in Belarus. The National Observatory can be contacted at the following address:

Edward Kalitsky  
National Observatory of Belarus  
Republican Institute of Vocational  
Education (RIPO)  
Karl Liebknecht str.32  
BR - 220004 Minsk 375



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## INTRODUCTION

Development of vocational education and training (VET) in the Republic of Belarus is aimed at creating a free, open and continuously developing system that fully meets the needs of the economic, social and cultural sectors for skilled workers and professionals, allowing citizens to acquire and constantly upgrade their vocational skills.

The process of VET development is influenced by diverse socio-economic reforms currently in progress in the republic, as well as global trends in

education that, over time, have broadened the range of the required restructuring. Development strategies and mechanisms of VET evolve from the reform rationale and implementation capacities, interaction with political, economic and social institutions, and integration into the global educational arena.

Within the new development environment, the government of the republic regards the level of VET in the country as a key factor for facilitating the socio-economic and moral development of society.



# 1. SOCIAL AND ECONOMIC SITUATION

# 1

## 1.1 BASIC INDICATORS OF ECONOMIC GROWTH

Over the past five to six years macro-economic developments have been quite mixed. Real GDP growth has fallen, though it seems to have stabilised around 4 to 5% per annum during the past few years. The industry growth rate is following a downward trend, while agriculture has started to recover after several disappointing years at the end of the 1990s. The service trade has become an increasingly important sector in terms of

both its contribution to overall economic performance and providing employment.

The inflation rate has been significantly reduced, but is still one of the highest rates in the region<sup>1</sup>. It is part of a mixed picture; in 2001 the capital depreciation rate in industry reached 61.4% while the coefficient of renewal was 2.4%. Capital investments are declining; high debts, low production efficiency and low returns on assets are also causing a drop in production.

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<sup>1</sup> It is estimated that inflation would have been lower (23%) had it not been for a sharp increase in utility prices.

**Table 1: GDP and consumer price, 1997–2002 (percentage changes in constant prices)**

	Year					
	1997	1998	1999	2000	2001	2002
GDP	11.4	8.4	3.4	5.8	4.7	4.7
<i>of which</i>						
• industry	17.7	10.6	8.8	8.6	7.2	6
• agriculture	-5.4	-1.7	-7	8.8	1.6	4.2
Consumer prices*	63	182	251	108	46	35

Note: \* end of period.

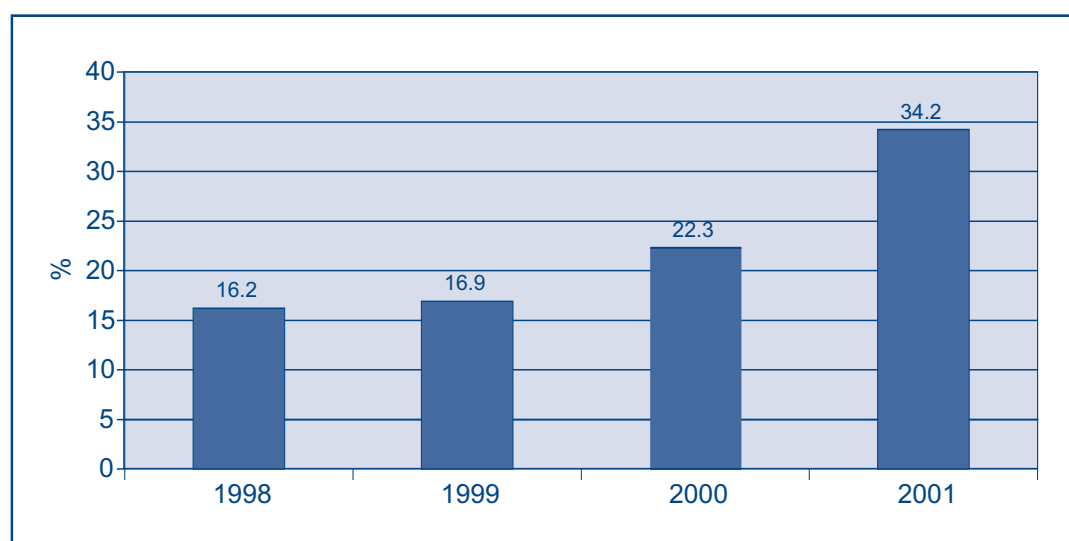
Source: Republic of Belarus, Statistical Appendix, IMF Country Report No 03/118, April 2003; and the National Observatory of Belarus, 2003.

Industry is still quite monopolised: around 281 enterprises (11.6% of all enterprises) account for 58% of industrial output. The proportion of loss-making enterprises increased during the period 1998–2001, reaching 34.2% of all registered enterprises (Figure 1), almost double the figure for 1998. This trend is particularly acute in the housing/construction and agricultural sectors, reaching 54.2% in 2001. Although loss-making enterprises contribute to the industrial output, this is achieved through the transfer of funds from profit-making enterprises. This not only keeps unprofitable enterprises afloat, but also means that profit-making enterprises are ‘robbed’ of resources that are badly needed for their own modernisation.

Despite the growth of budget revenues, the deficit of the consolidated budget stands at 1.6% of GDP. Chernobyl clean-up activities also account for a considerable share of government’s expenditure<sup>2</sup>.

The economy remains predominantly state-owned and very dependent on Russia for exports and imports, making it the least reformed economy of the CIS. The figures for Belarus’ overall economic performance are therefore mixed, indicating that Belarus has reached a crossroads. Further structural reforms are needed to sustain the positive developments.

**Figure 1: Proportion of loss-making enterprises**



Source: National Observatory of Belarus, 2003.

<sup>2</sup> 22% of the territory of the republic is radioactively contaminated.

**Table 2: Population aged 14 to 19 years**

Age	Year					
	1998			2001		
	Male	Female	Total	Male	Female	Total
14	85,956	83,770	169,726	83,205	79,640	162,845
15	86,280	86,316	174,596	88,568	84,493	173,061
16	81,026	79,450	160,470	84,071	81,241	165,312
17	79,016	77,936	156,952	85,840	82,312	168,152
18	78,772	77,515	156,287	87,965	84,567	172,532
19	77,016	75,211	152,227	81,522	78,553	166,075
<b>Total 14–19</b>	<b>488,066</b>	<b>480,198</b>	<b>970,258</b>	<b>511,171</b>	<b>490,806</b>	<b>1,007,977</b>

Source: National Observatory of Belarus, 2003.

## 1.2 DEMOGRAPHIC SITUATION

The demographic situation in the republic is characterised by low population growth due to a low birth rate, resulting in an ageing population (one in six people is over 60) and depopulation (natural loss is 4.9 per thousand). These trends are particularly noticeable in rural areas.

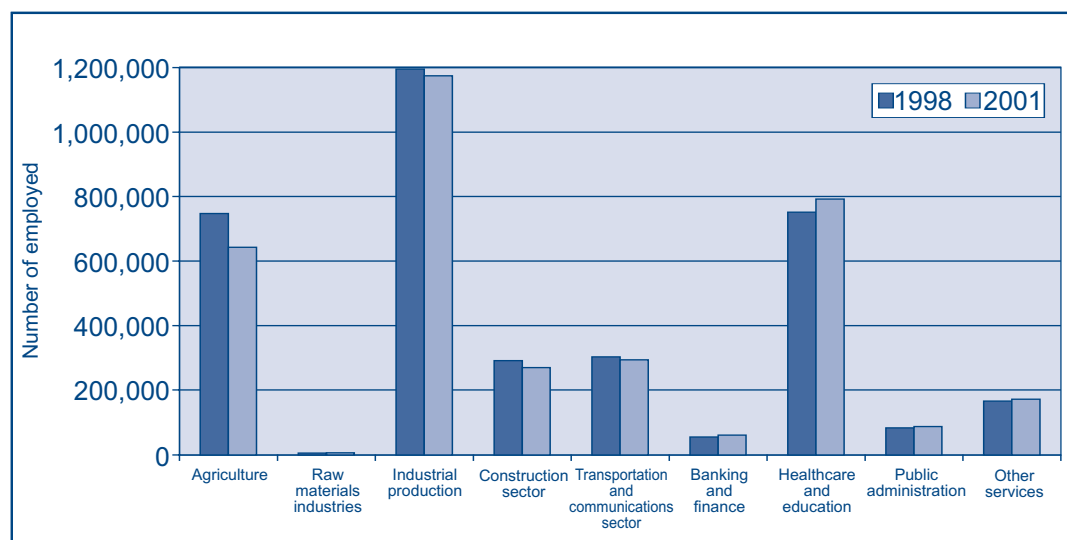
Fading rural communities (natural loss is 14.4 per thousand) are making it difficult in some areas to maintain a full level of public services, including primary, secondary and vocational schools.

Projections show that the number of people of working age will remain stable or grow slightly until 2007. From 2007 a considerable decrease in the number of young people (by more than a half as compared to 2001) will lead to a sharp decline in children of school age, which in turn will require a reshaping of VET strategies and eventually have an effect on the entire education system.

## 1.3 LABOUR MARKET CHARACTERISTICS

The labour market in Belarus is developing in a complex socio-economic environment, which has not been able to sustain a full employment policy. Although Belarus has considerable labour resources, the active population is decreasing. Women make up almost 53% (2001) of the working population. The employment structure in terms of the split between state and private sectors of the economy has changed, as the economy has become more market oriented. In 1990, 73.9% of the working population were employed in the state sector; in 2002 this had decreased to 57.2%. Since 1998 the employment structure has remained almost unchanged, as Figure 2 illustrates. However, there has been a drop within both construction industries and the agricultural sector. Within banking, trading, health-care and public administration sectors we see a slight rise in employment.

**Figure 2: Employment by sector, 1998 and 2001**



Source: National Observatory of Belarus, 2003.

In terms of educational attainment, in 2001, 21.9% of the employed population had higher education, 28.3% had secondary vocational qualifications and 49.8% had complete general secondary or incomplete secondary education.

In 2002, 3% of the active population were registered as unemployed, which is a slight increase compared to 2.3% in 1998. In 2003, unemployment figures appear to be continuing to climb. For the first six months of 2003, the unemployment rate is reported to have reached 3.2%<sup>3</sup>. In general, unemployment rates are higher among younger people (aged 25–39) than among the older population (40–59). This could indicate that it is difficult to enter the labour market and sustain employment, and that when enterprises are dismissing workers, they prefer to keep their experienced workers.

However, the official unemployment rate is considered to understate the real situation. The main reason for the low official unemployment rate is underemployment, which was practised during the Soviet era in the pursuit of a full employment policy. Rather than lay off employees, enterprises often shortened their working hours, reduced their wages, or forced them to go on leave. At a time of high inflation and increasing living costs, the social benefits provided by enterprises also acted as incentives for remaining officially employed. A low-paying job that provides access to clinics, day care and inexpensive housing is better than low unemployment benefits. Although the proportion of unemployed women fell between 1997 and 2002, women are still more likely to be unemployed than men.

<sup>3</sup> For the first six months of 2003, the number of unemployed people in Belarus increased by 4000 (2.8%). According to data from the Ministry of Analysis and Statistics, 141,000 unemployed people were registered at the end of June; more than 22% higher than the same period in the previous year. Unemployment constituted 3.2% of the economically active population of the republic. The highest levels were observed in the Vitebsk, Mogilev, Brest and Gomel regions. The Ministry of Analysis and Statistics reported that for the period of January-June 2003, 156,000 people requested assistance from the public employment services. Of these, 93,000 were offered employment (of which 68,000 were previously unemployed) and the remaining 63,000 were engaged in public works. The volume of all unemployment benefits constituted BYR 1.3 billion (about US\$ 5 million). The average unemployment benefit per person was BYR 22,000 (about US\$ 10) in June 2003. <http://www.charter97.org/eng/news/2003/04/16/job>

**Table 3: Registered unemployment rate, 1997–2002**

	1997	1998	1999	2000	2001	2002
Unemployment	2.8	2.3	2.1	2.1	2.3	3.0
Proportion of women in total number of unemployed	66.5	66.7	64.2	60.7	60.3	61.4

Source: Republic of Belarus, Statistical Appendix, IMF Country Report No 03/118, April 2003.

A household survey (Table 4) shows that the unemployment rate is 8.4%, which clearly exceeds the registered unemployment rate. Furthermore, 18.5% of people under the age of 24 and 6.9% of those aged 25 or over are unemployed. This could indicate that it is difficult for young people to enter into stable employment, and that over the years many people have managed to find a job and keep it. Table 4 also shows that men have

a higher unemployment rate than women, which could indicate that males are more economically active than females.

The figures in Table 5 show that for all age groups a higher education level is a good 'protection' against unemployment. It is interesting to note that women seem to benefit more from higher education than men.

**Table 4: Unemployment by gender and age (%), 2001 (as per sampling survey of households)**

Age category	Unemployment rate (%)		
	Male	Female	Total
24 and younger	20.4	16.5	18.5
25 and older	8.9	5.0	6.9
<b>Total</b>	<b>10.5</b>	<b>6.4</b>	<b>8.4</b>

Source: National Observatory of Belarus, 2003.

**Table 5: Unemployment rate of the population aged 25 to 59 years by education attainment level (%), 2002**

Age category	Male			Female			Total		
	ISCED level 0–2	ISCED level 3	ISCED level 5–7	ISCED level 0–2	ISCED level 3	ISCED level 5–7	ISCED level 0–2	ISCED level 3	ISCED level 5–7
25–29	24.7	11.0	8.9	24.4	10.1	3.3	24.6	10.6	5.5
30–39	34.4	12.4	6.1	18.9	5.9	4.6	27.8	9.6	5.2
40–49	12.1	10.0	5.8	4.5	5.8	2.7	9.4	8.0	3.8
50–59	10.2	6.2	4.3	2.3	5.0	3.9	7.2	5.6	4.1
<b>25–59</b>	<b>16.2</b>	<b>10.3</b>	<b>6.0</b>	<b>8.3</b>	<b>6.3</b>	<b>3.6</b>	<b>13.2</b>	<b>8.4</b>	<b>4.5</b>

Source: National Observatory of Belarus, 2003.





## 2. VOCATIONAL EDUCATION AND TRAINING

# 2

### 2.1 STATUS OF VOCATIONAL EDUCATION AND TRAINING

VET is recognised as an important part of the education system in terms of the training of qualified working staff. The goal of VET is to create conditions to meet the educational needs of the individual, and to train the qualified workforce required by the economy.

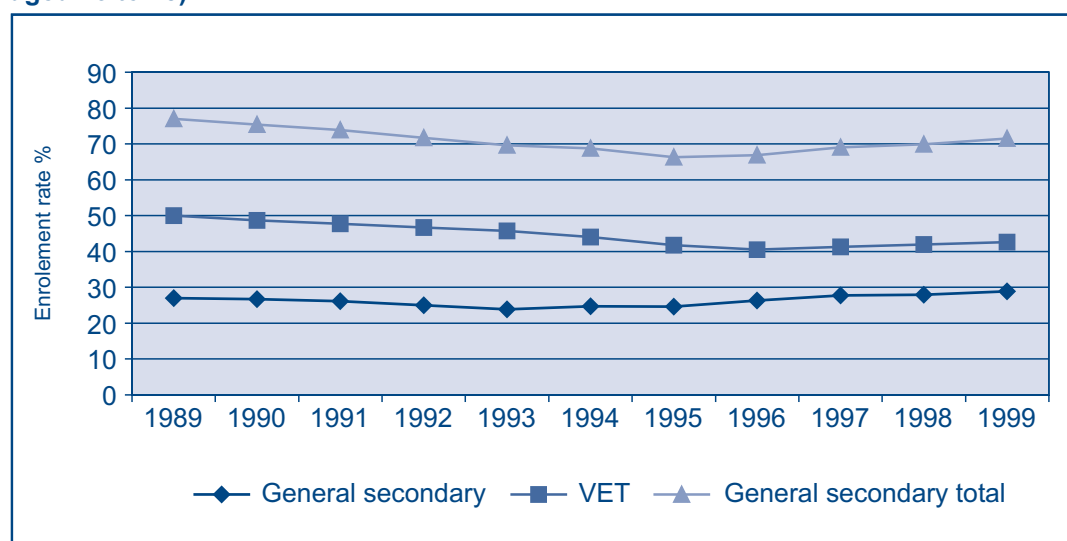
Admission to vocational institutions is carried out on the basis of both nine-year and secondary education. Although the number of vocational institutions has decreased slightly, Belarus has a network of vocational institutions adequately distributed throughout the country. The network comprises initial training, secondary vocational and higher education, doctoral and postdoctoral studies, systems of skills upgrading and adult training. There are 246 vocational institutions (including 182 vocational schools, 4 higher technical schools, 36 vocational colleges and 24 vocational lyceums), 147 secondary vocational institutions (32 secondary engineering schools, 42 technical secondary schools and 73 colleges). In addition 370 institutions offer training and skills

courses. In most vocational institutions general education disciplines are taught in parallel with vocational training. This makes it possible for students entering without complete secondary education to complete their secondary education in the vocational school.

Vocational institutions offer training in 100 occupations (456 vocational qualifications), 130 secondary vocational occupations (319 vocational qualifications) and 329 occupations (1,070 vocational qualifications) related to the higher education sector. To provide this training the VET system has 14,800 teachers and instructors, 12,600 working in secondary vocational education and 23,100 in higher education institutions.

Continuing training (retraining, training in other occupations/professions, and skills upgrading) is offered by enterprises, training centres, vocational institutions, skills upgrading institutions and academies of postgraduate studies. Training for unemployed people is organised by the agencies of the National Employment Service and is provided by vocational institutions (42.3%) and by training and production centres (57.7%).

**Figure 3: General secondary enrolments (gross rates, percentage of population aged 15 to 18)**



Source: *A decade of transition, regional monitoring report No 8, Unicef Innocenti Research Centre, Florence, 2001.*

Vocational and continuing training is free of charge and trainees at state-owned education institutions are given scholarships. Students from low-income families are provided with free meals. In the area contaminated by radioactivity following the 1989 Chernobyl nuclear accident, all students and trainees of initial and secondary vocational education institutions are entitled to free meals.

We can see that the majority of ninth-grade students entered VET, and that the enrolment for upper secondary VET and general upper secondary fell between 1989 and 1995 and increased towards the end of the 1990s. The table below seems to indicate that young men especially enter

VET once they have completed their upper secondary education. Consequently, the first career choice for many young men is made at the age of 15, while many young women seem to postpone their first career choice. The gender distribution for each category of VET shows almost twice as many men as women. On the other hand, women make up the majority of those in higher education. However, figures indicate that the actual number of students enrolled in secondary education fell slightly between 1998 and 2002. Enrolment in VET fell, while secondary education enrolment saw a slight increase<sup>4</sup>. This could indicate that VET is no longer as popular among young people.

**Table 6: Percentages of students aged 14 to 19 in general and vocational education institutions (at the beginning of the 2002/03 academic year)**

Education	Male	Female	Total
General secondary education	49	51	100
Secondary VET with examination leading to certificate of complete general education (for students with basic education)	67	33	100
Secondary VET leading to vocational qualifications (for students with basic education)	66	34	100
Postsecondary vocational and technical education (for students with general secondary education)	44	56	100
Higher education	44	56	100
<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>

Source: *National Observatory of Belarus, 2003.*

<sup>4</sup> Enrolment in VET fell from 57,200 to 54,900, while enrolment in upper secondary education increased from 95,600 to 96,300 between 1998 and 2002. National Observatory of Belarus, 2003.

## 2. VOCATIONAL EDUCATION AND TRAINING

For general secondary education, dropout rates for the school year 2001/02 show that VET leading only to a vocational qualification has the highest dropout rate (3.3%), while there is no difference between the rates for general secondary and secondary VET leading to complete secondary education (1.7%)<sup>4</sup>.

Continuing training includes skills upgrading courses and retraining for unemployed people. Specialised secondary schools and vocational schools and centres offer continuing training courses. Training for unemployed people is organised by the Public Employment Services, and of those participating in training activities, around 25% improve their skills at vocational schools.

Overall, the breakdown of the population by educational attainment level given in Table 7 shows that since 1998 the number of people with a low level of education (ISCED level 0–2) has fallen slightly (from 7.7% to 5.3%); there has been a 2% increase of those with mid-level education

(level 3); and the number of people with the highest qualifications (level 5–7) has remained virtually the same.

People with ISCED level 3 are the largest group in all age categories. In 2002 people aged 50 to 59 were the largest group among those with the lowest level of education (ISCED level 0–2), whereas the highest level of educational attainment (ISCED level 5–7) was found in the 25 to 29 age group. In general, women have a higher education level than men and the figures indicate that the gap has widened.

### 2.2 MANAGEMENT OF VOCATIONAL EDUCATION AND TRAINING

Responsibility for vocational education is shared between the Ministry of Education (MoE), sectoral ministries and regional authorities. Decentralisation of responsibilities means that the MoE directly supervises only 2.5% of vocational institutions,

**Table 7: Education attainment level of the population aged 25 to 59, 2002**

Age/gender	Educational attainment level (%)			
	ISCED level 0–2	ISCED level 3	ISCED level 5–7	Total
<b>Male</b>				
25–29	7.0	53.0	40.0	100.0
30–39	3.3	58.4	38.3	100.0
40–49	3.7	58.3	38.0	100.0
50–59	14.3	44.9	40.8	100.0
<b>25–59</b>	<b>6.3</b>	<b>54.7</b>	<b>39.0</b>	<b>100.0</b>
<b>Female</b>				
25–29	3.2	39.5	57.3	100.0
30–39	2.1	42.0	55.9	100.0
40–49	1.8	42.2	56.0	100.0
50–59	11.9	35.9	52.2	100.0
<b>25–59</b>	<b>4.5</b>	<b>40.3</b>	<b>55.2</b>	<b>100.0</b>
<b>Total</b>				
25–29	5.0	45.7	49.3	100.0
30–39	2.7	49.6	47.7	100.0
40–49	2.7	49.6	47.7	100.0
50–59	12.9	39.7	47.4	100.0
<b>25–59</b>	<b>5.3</b>	<b>46.8</b>	<b>47.9</b>	<b>100.0</b>

Source: National Observatory of Belarus, 2003.

<sup>4</sup> National Observatory of Belarus, 2003.

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36% of secondary vocational and 40% of higher vocational institutions. While at the regional level, 94% of vocational and technical education institutions belong to community bodies and 3.5% of VET institutions, 64% of secondary vocational and 60% of higher education establishments are supervised by sectoral ministries and agencies, or are privately owned. The Employment Department of the Ministry of Labour and Social Protection is responsible for the vocational training of the unemployed population.

The legislative framework governing VET is being reviewed. The law 'on Education in the Republic of Belarus' was passed in 1992<sup>5</sup>. The House of Representatives of the National Assembly of the Republic of Belarus adopted the law 'on Vocational and Technical Education'. The drafting of the law 'on Secondary Vocational Education' is now in progress.

The direct involvement of social partners in VET is a new concept, which has not yet gained wide acceptance. Practical social partnership measures are still modest due to the lack of a comprehensive approach towards institutional arrangements allowing for representation and involvement of social partners in the management and provision of VET.

### 2.3 FINANCING OF VOCATIONAL EDUCATION AND TRAINING

The levels of funding allocated to education and VET have decreased. In recent years education in general has received some 60 to 70% of its funding from the state budget. For VET, resources increased continuously until 1993. Since then the decrease in the financial resources allocated to education and VET in particular, has led to a restructuring and reduction of administrative and managerial staff in vocational institutions, streamlining of expenses, and development of a regulatory and legal framework to enable vocational institutions to engage in income-generating activities (extra-budgetary activities)<sup>6</sup>.

The total financial resources available for education and VET come from state and local budgets and from income-generating activities. In 2002, vocational schools generated an income of BYR 152.8 billion, equivalent to 8.8% of the publicly (state and local) allocated budget. Allocation of funds to education has always been high in Belarus compared to other CIS countries, a policy which seems to be continuing into the 21<sup>st</sup> century.

**Table 8: Expenditure on education as a percentage of GDP, 1991–2002**

1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
4.60	5.30	6.00	5.80	6.04	5.84	6.35	6.24	6.14	6.15	6.46	6.81

Source: 1991–94: *A decade of transition, regional monitoring report No 8, Unicef Innocenti Research Centre, Florence, 2001*; 1995–2002: *Republic of Belarus in figures 2003, Ministry of Statistics and Analyses of the Republic of Belarus, Minsk, 2003*.

**Table 9: Expenditure on education and vocational training as a percentage of GDP, 2002**

	Education	VET
Total funds available	7.3	2.6
Public (state and local)	6.8	2.1

Source: *National Observatory of Belarus*.

<sup>5</sup> The usual practice in Belarus is to have specific laws for each education area, such as the laws on higher education, on vocational and technical education, on secondary vocational education and for training disabled people. The law 'on Education in the Republic of Belarus' should therefore be seen as a framework law.

<sup>6</sup> *National Observatory stocktaking report Belarus, ETF, 2001*.

Article 53 of the Republic of Belarus 'Law on Education' stipulates that with effect from 2006, public funding of the state-owned education institutions will amount to at least 10% of GDP, which would mean a significant increase in the funds available for education. Although the commitment to education is clearly stipulated in the law, the economic situation may not make it possible to reach the target by 2006.

Vocational training for unemployed people is funded by the State Fund for Employment Assistance, which has an allocation for vocational training. The fund covers all training costs, compensation to enterprises for training offered to the general public, and social benefit payments to unemployed people sent on training courses. In addition, special funds are available for training initiatives related to the Chernobyl accident.

### 2.4 PERSPECTIVES ON VOCATIONAL EDUCATION AND TRAINING DEVELOPMENT

Present developments within VET are undertaken within the framework of the 'Programme for the development of vocational and technical education up to 2005', which was approved by the Council of Ministers in June 2000. The programme makes provision for:

- the introduction of a new 'List of integrated teaching specialisations', which would be multi-profile and flexible in terms of the choice of models of VET at regional and local levels;
- assurance of the continuity of the educational curriculum for vocational training at different levels;
- implementation of an individual-oriented approach to training;
- social partnership in VET;
- the introduction of information technology to the management of teaching establishments and the education process;
- monitoring the needs of teaching staff;
- the management of the quality of training for employees and specialists, based on educational standards and a special system of control indicators.

The design of new VET standards has been initiated by the MoE in cooperation with the Ministry of Labour and Social Protection. The development of standards is linked to the development of new curricula and occupational profiles that is currently underway. The approach taken is to reduce the number of occupational profiles by developing integrated profiles, which are more in tune with the needs of the labour market. Of the 100 occupational profiles expected to be developed, 11 profiles have already been approved. A 10-point grading system to evaluate the knowledge and skills of students and trainees has been developed and is awaiting nation-wide introduction.

To ensure continuity, initiatives are underway to streamline vocational pathways in the education system. A further integration of initial and secondary VET is tabled, as is the provision of better links between secondary VET and higher education.

A key element of Belarusian VET development is the establishment of a system of quality assurance with regard to both the learning process and school management at different levels of the system. Consequently, the focus is on improving the learning process in classrooms and workshops. This will be achieved by introducing new learning technologies and, primarily, by abandoning the traditional teacher-centred classroom training approach in favour of more interactive, individualised and innovative methods. These moves are expected to radically enhance the quality of training.

At present around 5% of vocational teachers do not have higher education, 19% have no pedagogical background, more than 18% have reached retirement age, and the vocational schools are lacking around 2,000 trainers. In this context staffing strategies are primarily focused on satisfying the demand for competent vocational teachers. The existing eight secondary vocational and four higher education teacher-training institutions can, however, only partially meet this demand. Furthermore, these institutions do not cover all occupational categories. In order to meet the challenges, 14 leading higher education institutions and 22 VET colleges

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plan to organise teacher and trainer training. For special (non-mainstream) occupations, trainers from industry will be recruited and offered special pedagogical and psychological training that will qualify them to train in vocational schools.

Most vocational schools have poor teaching materials and equipment because their training facilities and materials have not been maintained or modernised.

Almost 75% of machines and equipment at vocational schools have been in operation for more than 10 years. It is estimated that

only 76.4% of the need for computers is being met, and that only 11% of the hardware is up to date. Plans are underway to modernise the infrastructure of the VET system by 2005, with the active participation and contribution of social partners. This might not be realistic, taking the scope of the task into consideration.

The setting up of training centres equipped with state-of-the-art facilities shared between schools is considered a promising way to meet the need for modern training facilities.

## 3. PROMOTION OF EMPLOYMENT

# 3

### 3.1 EMPLOYMENT POLICIES

The basic framework for the government's employment policy is the law on 'Employment of the population in the Republic of Belarus'. Within that framework, employment programmes are developed based on key socio-economic indicators in consultation with national and regional authorities, employers' associations and the Federation of Belarus trade unions. Priority policy areas of the employment initiatives include:

- assisting long-term or temporarily unemployed people, particularly those unable to compete in the labour market, to re-enter employment;
- the efficient use and development of labour force resources;
- the reduction and alleviation of the negative impacts of unemployment; and
- social security provision for unemployed people.

Employment programmes focus on the following areas:

- assisting unemployed people to find permanent jobs and maintaining sufficient labour motivation;
- aligning the occupational priorities of young unemployed people with labour market needs, through an improved vocational guidance system;
- improving the quality and mobility of the resources of the labour force;
- strengthening vocational training for unemployed people;
- creating new jobs, through the national employment promotion fund;
- implementing measures to reduce involuntary part-time employment in the manufacturing industries;
- assisting unemployed people in developing entrepreneurial skills and initiatives;
- providing extra employment guarantees for people with special needs who are unable to compete in the labour market;
- improving mechanisms for public works projects;

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- improving the dissemination of information on job vacancies;
- improving the legal and regulatory basis and mechanisms of government control of the labour market and employment of the population;
- improving the quality of services provided by the National Employment Service, through new activities and improved techniques.

### 3.2 ACTIVITIES OF THE ORGANISATIONS INVOLVED

The Employment Department of the Ministry of Labour and Social Protection, in cooperation with other departments of the ministry and with regional employment agencies, is primarily responsible for the formulation of national employment strategies. The National Employment Service incorporates six regional employment agencies and the Minsk employment office. District and community employment offices form part of the regional employment agencies.

A decentralised and local approach is taken to the implementation of employment policies. Regional employment

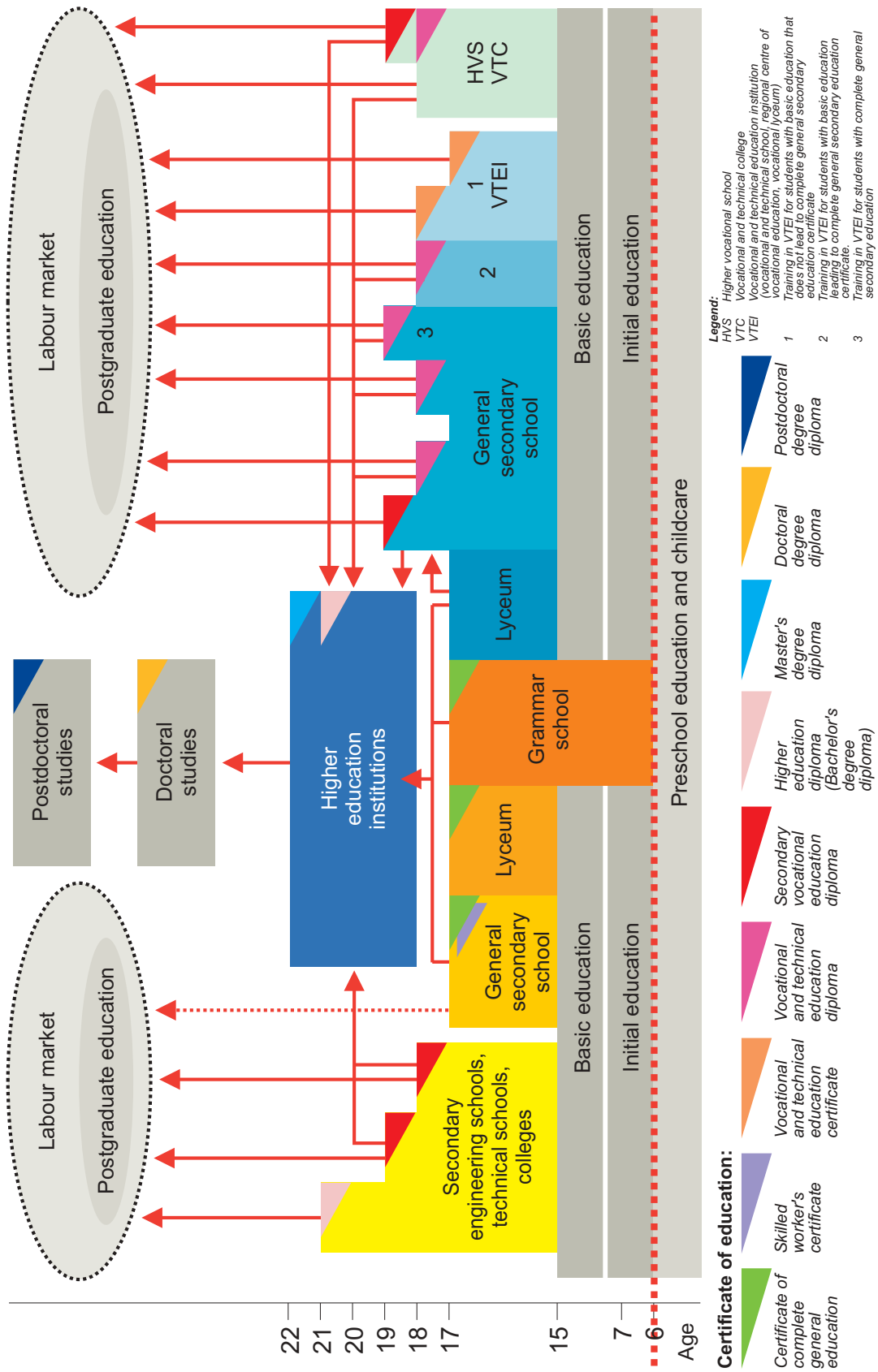
programmes are seen as the key instrument for the implementation of overall employment objectives. The main actors are the local employment offices, VET institutions, employers, trade unions, the local executive and regulatory bodies.

In 2002, the Public Employment Service helped 212,900 people, or 49% of job seekers, to find employment. New jobs employing 64,800 people were created, in cooperation with employers, regional executive bodies and Minsk City municipality. In addition, 1,861 unemployed people received support to set up small businesses. Some 51.9% of those contacting the National Employment Service received counselling and vocational guidance. The national employment fund financed vocational training for 26,500 unemployed people. Training was pursued in more than 120 occupations and professions, with 75% of unemployed people completing training in skilled worker occupations, which matched the labour market needs. Social assistance for 45.7% of those registered unemployed in 2002 covered the provision of unemployment benefits and social assistance entitlements during the period of active job seeking.



## **ANNEX**

THE EDUCATION SYSTEM IN BELARUS



## LIST OF ACRONYMS

<b>BYR</b>	Belarusian roubles
<b>CIS</b>	Commonwealth of Independent States
<b>CVT</b>	Continuing vocational training
<b>MoE</b>	Ministry of Education
<b>VET</b>	Vocational education and training



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