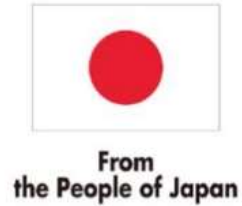




# **First meeting of the CAREC Skills Development Working Group**

February 29 – March 1, 2024  
Tashkent, Uzbekistan



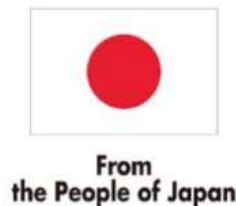
# Vocational education training system in Kyrgyzstan

Mr. Azamat Bagdadovich Naimanbaev, Head of the  
Department of Higher, Secondary Vocational and  
Postgraduate Education, Ministry of Education and  
Science

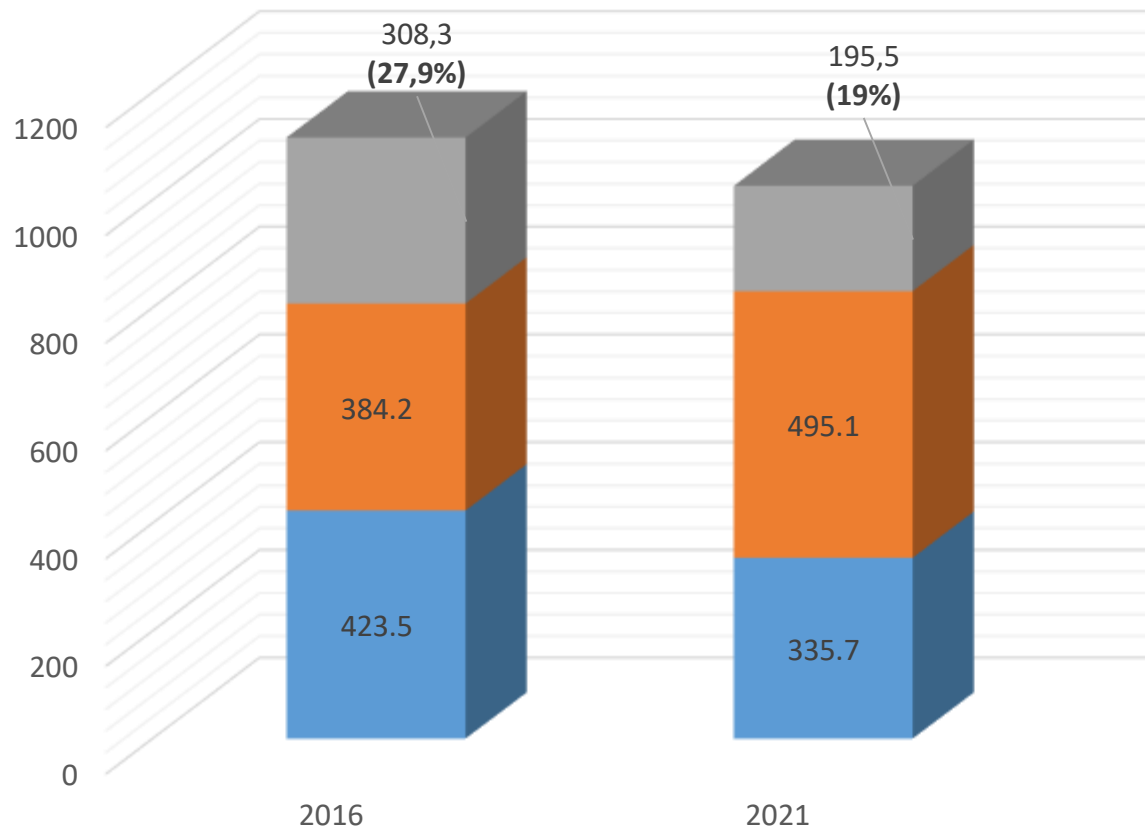
# Structure of the TVET and HE systems in Kyrgyzstan

## TVET system:

- ❑ Primary vocational education (100 lyceums, about 32 thousand students, 10% of the population aged 15-17);
- ❑ Secondary vocational education (142 colleges, about 108 thousand students, 24% of the population aged 17-24)
- ❑ Higher vocational education (61 universities, over 220,000 students, 27% of the population aged 17-24)



# NEET rate



Aged 15-24 (youth)

The country's NEET rate was 27.9 percent in 2016, according to expert estimates, and the 2021 rate reached 19.0 percent, due to:

- Increased participation in education
- Decrease in the total number of young people

■ группа NEET (ни занятые, не участвует в образовании или обучении)

■ В формальном образовании и обучении

■ Занятые

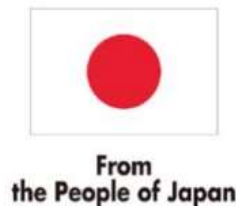


From  
the People of Japan



# Key achievements

- Adoption of the Concept of the National Qualification System;
- National Qualifications Council (coordinating body for the development of skilled labor force) has been established;
- Introduction of the National Qualifications Framework (9 qualification levels);
- Methodology for the development of professional standards has been approved;
- Development and approval of professional standards for some specialties and professions has been initiated;
- Ratification of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Convention), the possibility of ratification of the Asia-Pacific and Global Conventions on the Recognition of Qualifications in Higher Education is under consideration;



# Key achievements (continued)

- The Centers of Excellence at the level of secondary vocational education (educational organization implementing innovative (experimental) approaches in education and with modern material and technical base) were established in pilot mode;
- Center for Independent Certification and Validation under the Ministry of Education and Science of the Kyrgyz Republic has been established (recognition of skills acquired in non-formal education).
- The concept of on-the-job training in the system of secondary vocational education has been introduced in pilot mode;
- All levels of vocational education are covered by per capita (normative) financing;
- Diploma supplement issued by a number of higher education institutions);
- Alignment of the criteria and procedures for quality assessment and accreditation with ESG.



# Key challenges

- The system of continuity (trajectory) between the levels of vocational education is missing;
- Lack of communication with employers leads to inconsistency in the quality and content of educational programs, hence the mismatch of skills and knowledge with the requirements of the labor market;
- Inadequate resources, insufficient funding;
- Lack of prospective labor market forecasting system;
- Distortion of the labor market - demand for certain specialties due to stereotypical perceptions leads to oversaturation of the labor market in these areas and lack of specialists in other areas;



# Key challenges (continued)

- Inequality of access to education due to differences in opportunities between urban and rural areas (e.g. 56% of vocational lyceums in rural areas, 90% of colleges in urban areas);
- Ineffective management, absence/insufficiency of modern management skills among the leadership of educational organizations;
- Corruption caused by the value of diplomas over knowledge and skills;
- Inequality of access to higher education due to limited funding;
- Inadequacy of flexible arrangements for organizing the educational process (hybrid learning, microcredentials, taking into account previous non-formal/informal education).





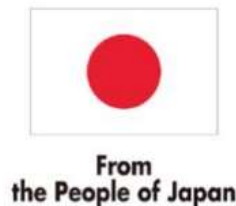
# With which countries would you like to exchange experience and sign a cooperation agreement?

Country:

- Georgia

Cooperation areas:

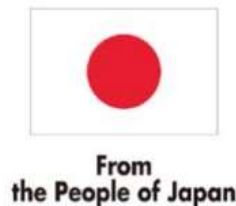
- Labor market information system;
- Vocational education at the school level;
- Procedure for recognizing non-formal education and skills;
- Approaches for cooperation with advanced countries (cases, results).



# With which countries would you like to exchange experience and sign a cooperation agreement?

The following areas of cooperation can be suggested under the CAREC program:

- **Transport and Logistics Skills Development:** Given the importance of the transport sector within CAREC, special attention could be given to training of transport and logistics professionals, which would improve the efficiency of transport corridors and trade.
- **Education and Training in energy sector:** As part of efforts to improve the energy sector, develop programs to train professionals in renewable energy, energy efficiency, and energy management.



# With which countries would you like to exchange experience and sign a cooperation agreement?

- **Digital Skills and IT Training:** Supporting the development of digital literacy and IT skills among the population can contribute to the development of the digital economy in Kyrgyzstan, which is particularly important in the context of regional integration and digitalization.
- **Entrepreneurship and Business Skills:** Training in entrepreneurship skills, including project management, marketing and financial literacy, can contribute to the development of small and medium-sized businesses with a focus on the green economy.
- **Knowledge and Experience Exchange:** Workshops, conferences and internships to share experiences and best practices among CAREC countries in various fields.

