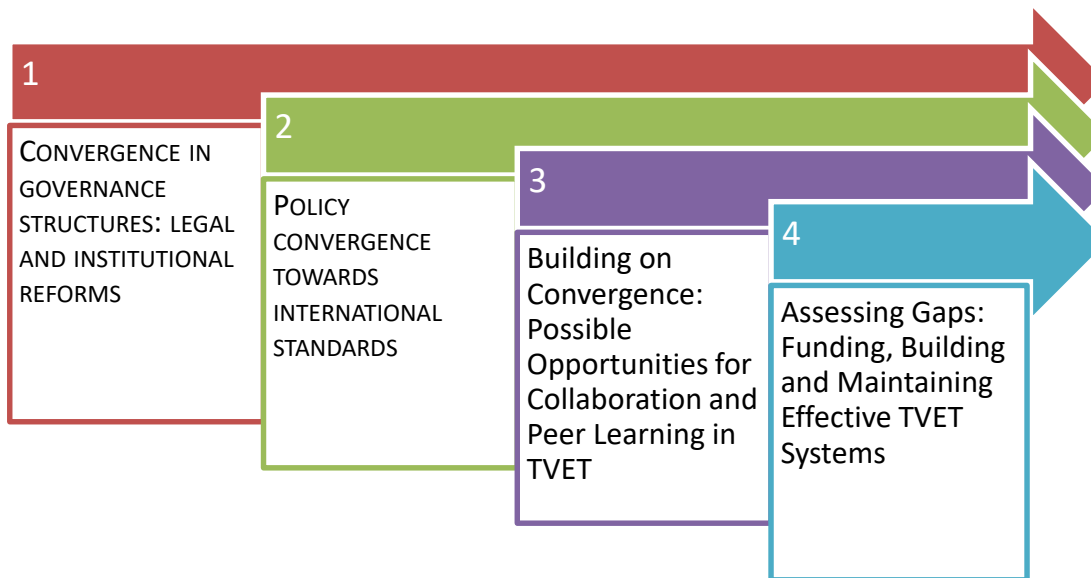


# Institutional and Policy Convergence in the CAREC Region's TVET Sector

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**Session 1: Reinforcing Convergence to Meet Regional Standards**  
**First Meeting of the CAREC Working Group on Skills Development**  
**29 February – 1 March 2024**  
**Tashkent, Uzbekistan**

# Presentation Outline



# LEGAL AND INSTITUTIONAL REFORMS IN THREE AREAS

**1.1. SETTING  
OF  
FOUNDATIONAL  
LAWS AND  
DECREES**

**2.  
CENTRALIZING  
GOVERNANCE  
STRUCTURES**

**3. INCREASING  
DIVERSITY IN  
TYPES OF  
TRAINING  
INSTITUTIONS  
AND  
PROGRAMS**

# LAWS AND DECREES ON TVET IN THE CAREC REGION

## • Draft TVET Law (2020)

•Afghanistan

- Law No. 1071-VQ of 24 April 2018 on Vocational Education, 2018
- Law No. 1196-VQ of 29 June 2018 on Employment, 2018
- Law on Education, 2009

•Azerbaijan

## • Vocational Education Law (1996)

•China

- Law on Vocational Education (2018)
- Law on Special Vocational Education and Training (2011)

•Georgia

- Education Law/No. 319-III ZRK, 2021
- Decree No.746/Development of Productive Employment, 2018

•Kazakhstan

- Law No.214 on "Promotion of Employment of Population"2015
- Act No. 92 on Education

•Kyrgyz Republic

- Law on Vocational Training and Education 2009

•Mongolia

- The Apprenticeship Act 2018
- National Vocational and Technical Training Commission Act 2011

•Pakistan

- Law of No. 1761/Training of Specialists Taking into Account Requirements of the Labor Market 2021
- Drafted Law on Initial Vocational Education and Training 2020
- Law No. 1394 of on "Adult Education", as amended to 2 January 2018
- The Law on Promoting Employment 2003

•Tajikistan

- Law No.391-IV on Education, 2013

•Turkmenistan

- Act No. 61/1998 to amend and supplement the Act on Employment of the Population, amended in 2014
- Ordinance No. 242 2012
- Act No. 464-I on Education (Text No. 225)1997

•Uzbekistan

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# GOVERNING BODIES RESPONSIBLE FOR TVET IN THE CAREC REGION

Country	Under one ministerial-level body	Under separate ministerial-level bodies	Shared responsibility in TVET in more than one ministry	Name of Responsible Bodies
Afghanistan		X	X	Ministry of Higher Education Ministry of Labor and Social Affairs Technical and Vocational Education and Training Authority
Azerbaijan	X			Ministry of Education
China	X		X	Ministry of Education Ministry of Human Resources and Social Security*
Georgia	X			Ministry of Education and Sciences
Kazakhstan	X			Ministry of Education and Sciences
Kyrgyz Republic	X			Ministry of Education and Sciences
Mongolia		X		Ministry of Education and Sciences Ministry of Labour and Social Protection
Pakistan	X			Ministry of Federal Education and Professional Training
Tajikistan		X	X	Ministry of Education and Sciences; Ministry of Labor, Migration and Employment
Turkmenistan	X			Ministry of Education
Uzbekistan		X	X	Ministry of Employment and Labor Relations Ministry of Higher and Secondary Specialised Education

Sources: Author's analysis based on the UNESCO-UNEVOC International Centre. "UNESCO-UNEVOC TVET Country Profiles Database." Bonn, 2022.  
<https://unevoc.unesco.org/home/TVET+Country+Profiles>.

# Potential Benefits of Centralization

In the absence of centralized management, HE and TVET, along with other relevant education sectors, may pursue independent policies resulting in disunity and disintegration.

Centralized management under one ministry could help in coordinating the work of HE and TVET in such a way that the central government goals are achieved.

Ideally, the integration of HE and TVET under one ministry could facilitate co-ordination of activities.



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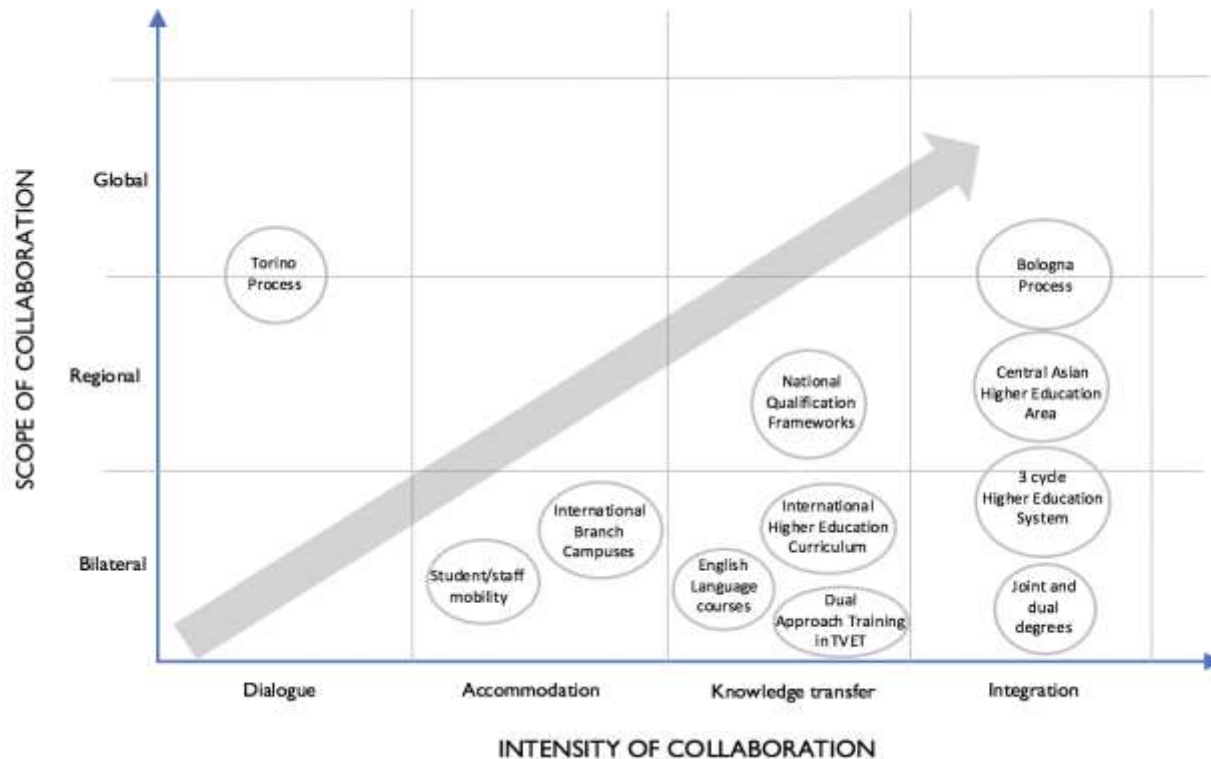
# Types and Number of TVET Institutions and Responsible Ministries

Country	Type of TVET Institution	Number of institutions		Responsible Ministry
		Number	Year	
<b>Afghanistan</b>	No data	No data	No data	No data
<b>Azerbaijan</b>	Vocational Centre	24	2019	Ministry of Education
	Vocational School	23	2019	Ministry of Education
	Vocational Lyceum	16	2019	Ministry of Education
<b>China</b>	Secondary vocational education school	11,200	2018	Ministry of Education
	Higher Vocational Education Colleges	1359	2018	Ministry of Education
<b>Georgia</b>	Private/Public Vocational Schools	6 & 1	2020	Ministry of Education and Science
	Private & Public Vocational Colleges	16 & 23	2020	Ministry of Education and Science
	Public & Private Community Colleges	25 & 3	2020	TBC
	Private & Public Higher Vocational Institutes	5 & 13	2020	Ministry of Education and Science
<b>Kazakhstan</b>	Technical Colleges	821	2020	Ministry of Education and Science
<b>Kyrgyz Republic</b>	Primary TVET Schools (PVET)	98	2018	Ministry of Education and Science (MES)
	Secondary TVET Schools (SVET)	148	2018	Ministry of Education and Science (MES)
	Public and Higher TVET	35 & 16	2018	Ministry of Education and Science (MES)
<b>Mongolia</b>	Secondary Vocational Education Schools (VTPC)	41	2020	Ministry of Labour and Social Protection (MLSP)
	Higher Vocational Education Colleges	22	2020	Ministry of Labour and Social Protection (MLSP)
	Training Centres under Higher Education Institutions and Companies	17	2020	Ministry of Labour and Social Protection (MLSP)
<b>Pakistan</b>	Regional TVET institutes	3,740	2017	National Vocational and Technical Training Commission
<b>Tajikistan</b>	Vocational Technical Lyceums	62	2020	Ministry of Labor, Migration and Employment
	Technical Colleges	49	2020	Different Ministries
	Adult Learning Centres	35	2020	Ministry of Labor, Migration and Employment.
<b>Turkmenistan</b>	Initial Vocational Schools and Training Centres	127	2012	Different Ministries
	Secondary Vocational Schools	27	2012	Ministry of Education
	Continuing TVET	n/a	n/a	Different industries / Companies
<b>Uzbekistan</b>	Professional Schools	340	2018	Ministry of Higher and Secondary Specialized Education (MHSSE)
	Professional Colleges	147	2018	Sector Line Ministries
	Technikums (Technical Colleges)	143	2018	MHSSE and Sector Line Ministries
	Professional Training Centers (PTCs)	30	2018	Ministry of Employment and Labor Relations (MOELR)

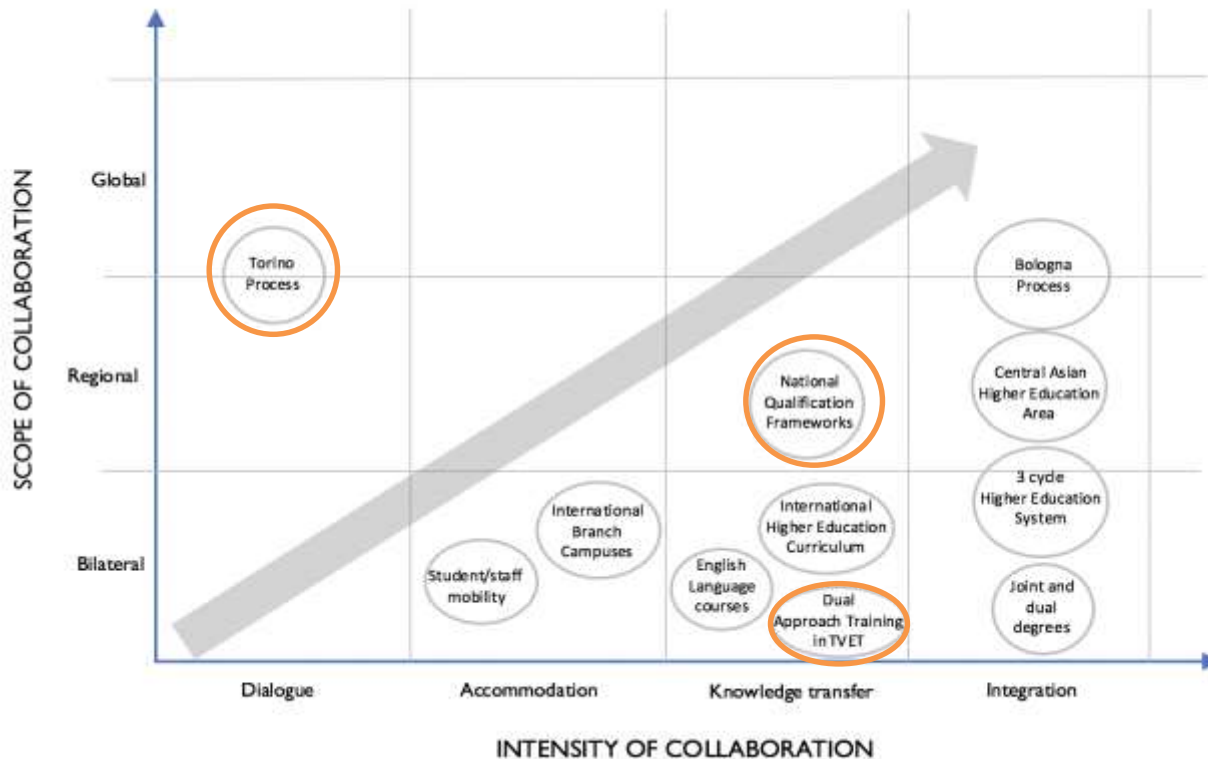
Source: Sources: Author's analysis based on the UNESCO-UNEVOC International Centre. "UNESCO-UNEVOC TVET Country Profiles Database." Bonn, 2022.

<https://unevoc.unesco.org/home/TVET+Country+Profiles>.

# INTENSITY AND SCOPE OF INTERNATIONAL COLLABORATION IN HIGHER EDUCATION AND TVET IN THE CAREC REGION



# INTENSITY S



# 1. Dual-approach in TVET



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The dual-approach is being piloted in several international projects in the CAREC region

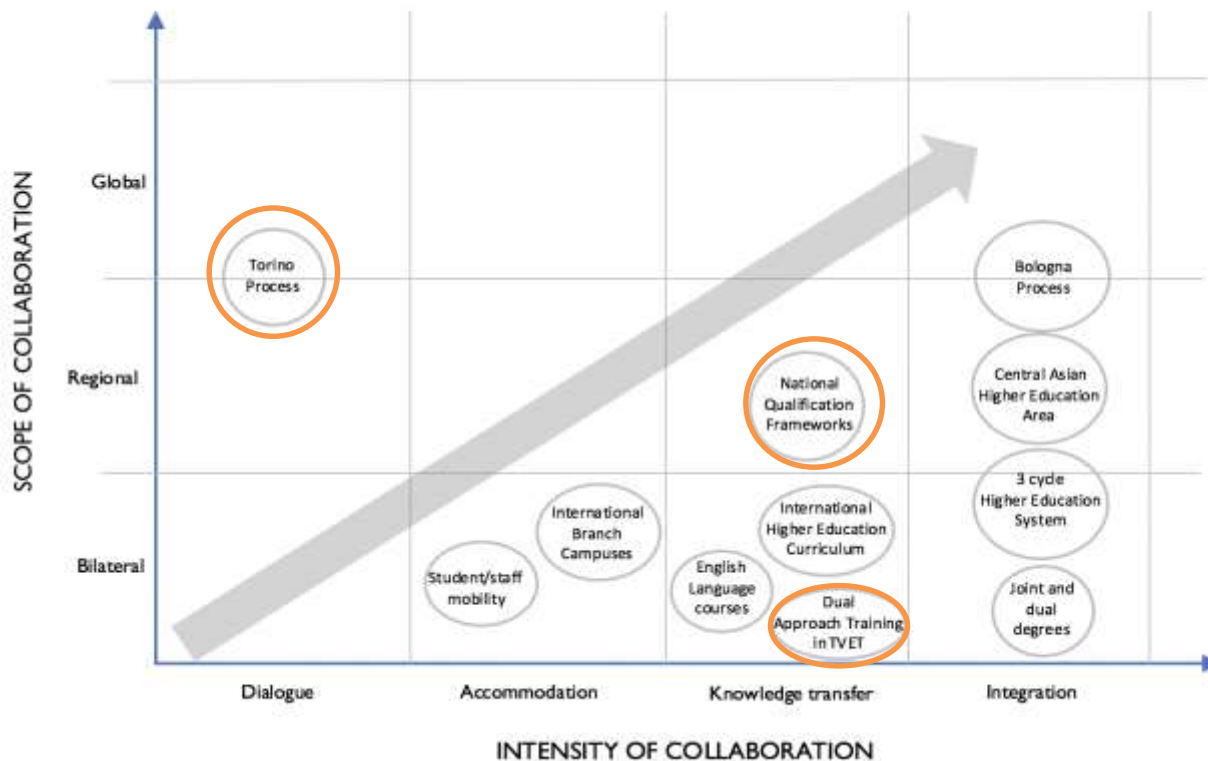
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Four CAREC countries—Kazakhstan, Kyrgyz Republic, Tajikistan and Turkmenistan— provide mandatory enterprise-based practice for all VET students.

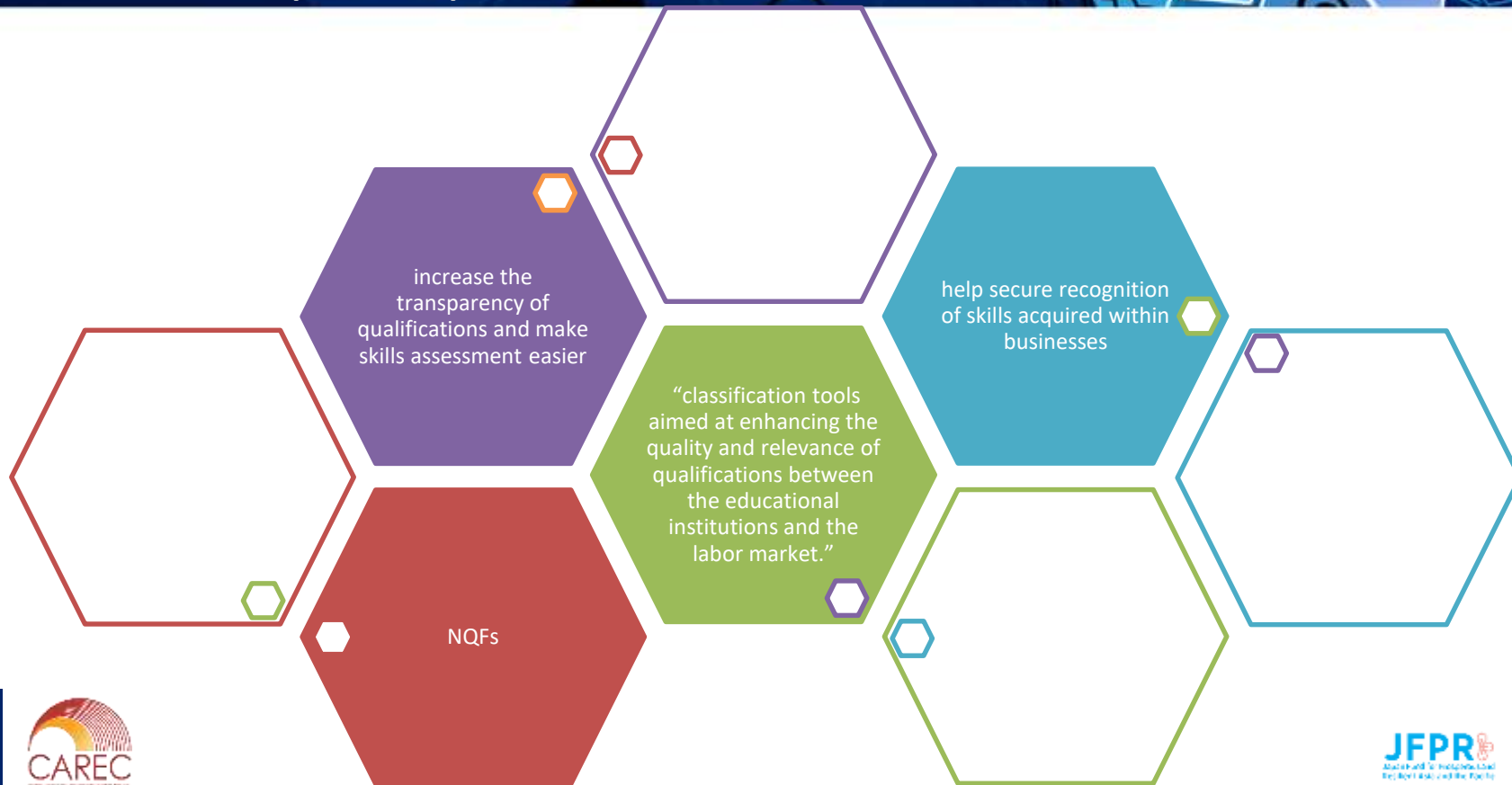
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Georgia has also introduced in 2016 workplace learning in close cooperation with European Union and the German model

# INTENSITY AND SCOPE OF INTERNATIONAL COLLABORATION IN HIGHER EDUCATION AND TVET IN THE CAREC REGION



# Establishment of National Qualification Frameworks (NQFs)



# National Qualification Frameworks (NQFs)

Six CAREC members—  
Afghanistan, Azerbaijan,  
Georgia, Kazakhstan, Kyrgyz  
Republic and Uzbekistan--  
already have an NQF

Turkmenistan is the only  
CAREC Member that does  
not have an NQF.

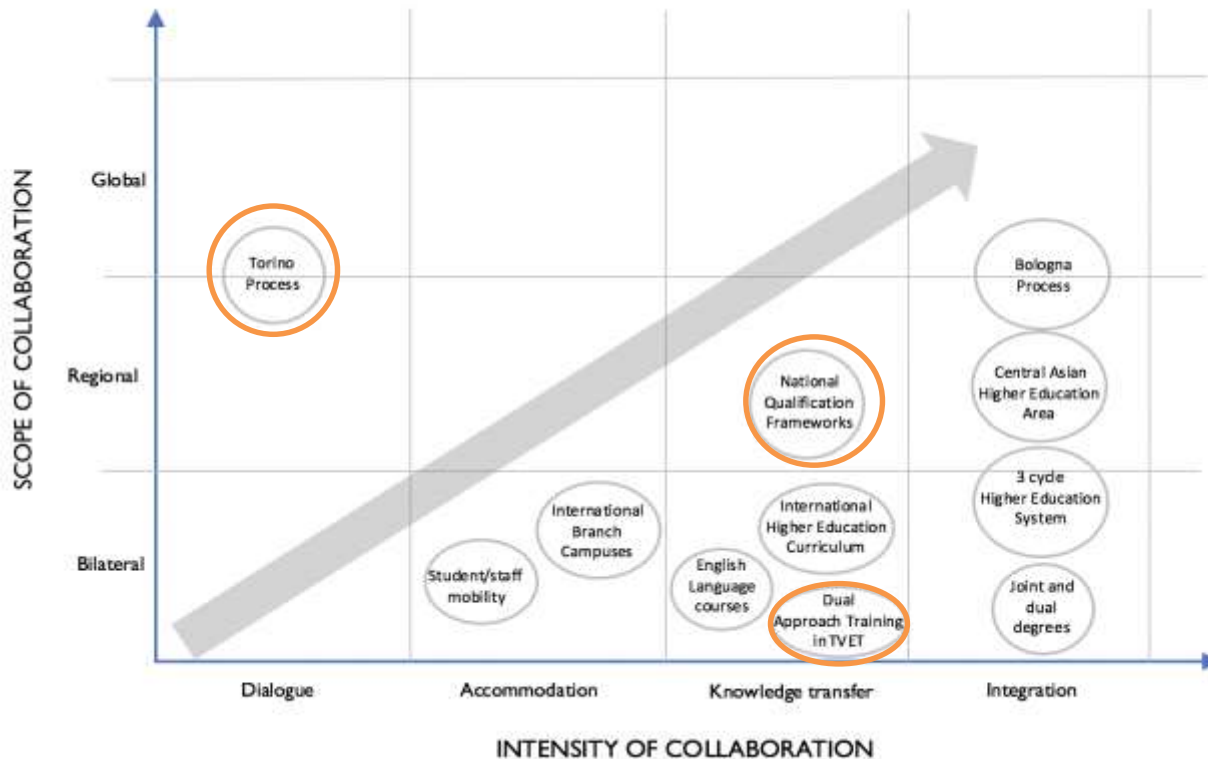
Four CAREC members—  
China, Mongolia, Pakistan,  
Tajikistan—are currently  
developing its NQFs

Country	NQF Exists		NQF does not exist	NQF is underdevelopment
	Number of Levels	Year Initiated		
Afghanistan	8	2008		
Azerbaijan	8	2018		
China				X, Vocational Qualification Framework exists
Georgia	8	2019 revised 2010 initial		
Kazakhstan	8	2016 revised 2012 initial		
Kyrgyz Republic	9	2020 revised 2016 initial		
Mongolia				X, Vocational Qualification Framework exists
Pakistan				X, Vocational Qualification Framework exists
Tajikistan				X
Turkmenistan			X	
Uzbekistan	8 +2 sub levels	2020		

Source: Author's analysis based on UNESCO-UNEVOC International Centre. "UNESCO-UNEVOC TVET Country Profiles Database." Bonn, 2022. <https://unevoc.unesco.org/home/TVET+Country+Profiles>.



# INTENSITY AND SCOPE OF INTERNATIONAL COLLABORATION IN HIGHER EDUCATION AND TVET IN THE CAREC REGION



# Torino Process

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## WHAT IS THE TORINO PROCESS?

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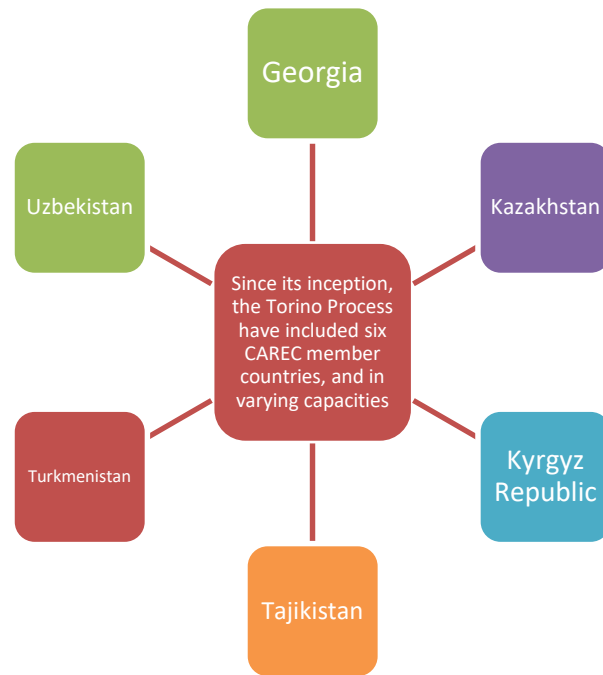
Initiated in 2010 and held every two years

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Provides a snapshot of current activities and programs on VET systems in the European Training Foundation partner countries

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Provides overview of progress made and priorities for the future



# Building on Convergence: Possible Opportunities for Collaboration and Peer Learning in TVET

Kazakhstan, Kyrgyz Republic, Tajikistan and Turkmenistan and Georgia

Distilling lessons from adopting a dual-approach including mandatory enterprise-based practice for all VET students and usefulness of German and other European models

China, Mongolia, Pakistan and Tajikistan

Sharing challenges in developing their countries first National Qualification Framework

Georgia, Kazakhstan, Kyrgyz Republic, Tajikistan, Turkmenistan and Uzbekistan

Building on the progress made and working on shared challenges identified as part of the Torino Process

# Assessing Gaps: Funding, Building and Maintaining Effective TVET Systems

## 6. Lack of inclusive and equitable access

- Financial and other barriers to accessing programs remain high; low attendance rates especially for poor households.

## 5. Lack of Relevance to the needs of the labor market and the individual learner

- Skills mismatch leading to low employment prospects, especially among TVET graduates.

## 1. Inadequate Financial Resources

- Low education spending in general, decreasing government investment in higher education since the 1990s and low-levels of TVET funding.

## 2. Inadequate Identification of Present and Future Skills Needs

- Efforts to improve labor market information and planning face implementation problems

## 3. Inadequate Development of Skills in Right Quantity

- An increase in number of TVET institutions but not in enrolment

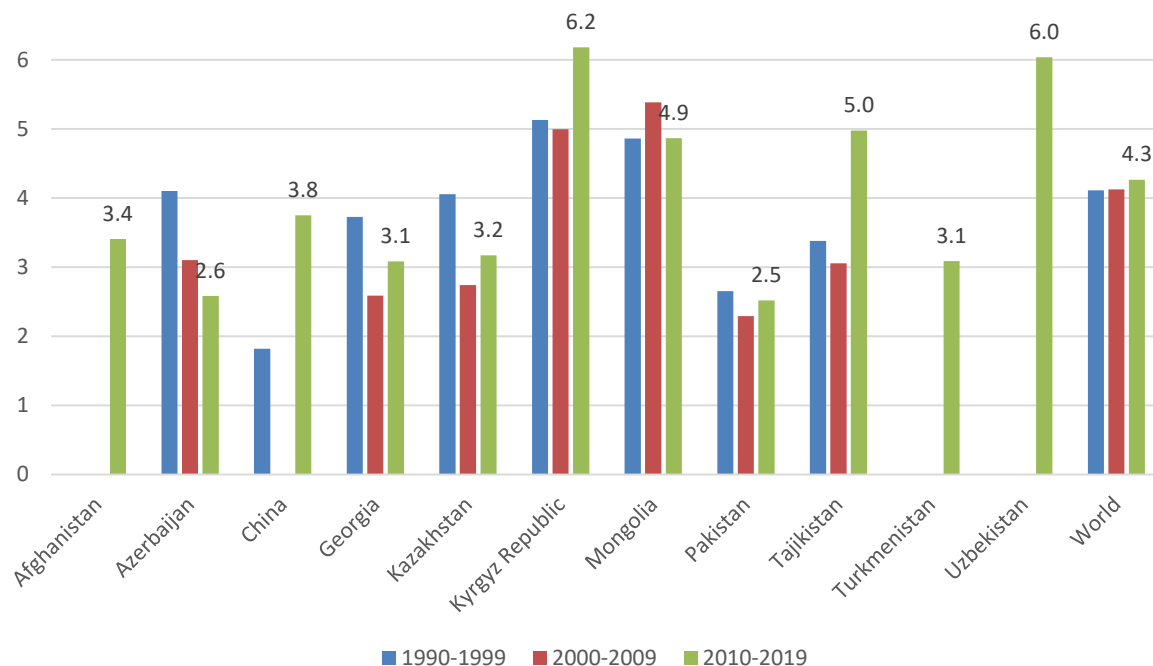
## 4. Inadequate Development of High-Quality Skills

- General improvement in the quality of higher education in a few CAREC countries, particularly concerning a few “elite” schools; Yet, HE and TVET quality remains inadequate



# Uneven Government Spending on Education

Figure 6 Government expenditure on education, total (percent of GDP)



# Low levels of TVET funding

Unlike in higher education, there is no internationally comparable longitudinal data on TVET spending in CAREC countries.

Various reports on some CAREC countries, however, shows how the TVET sector suffer from low levels of resources, and limited opportunities to recoup cost.

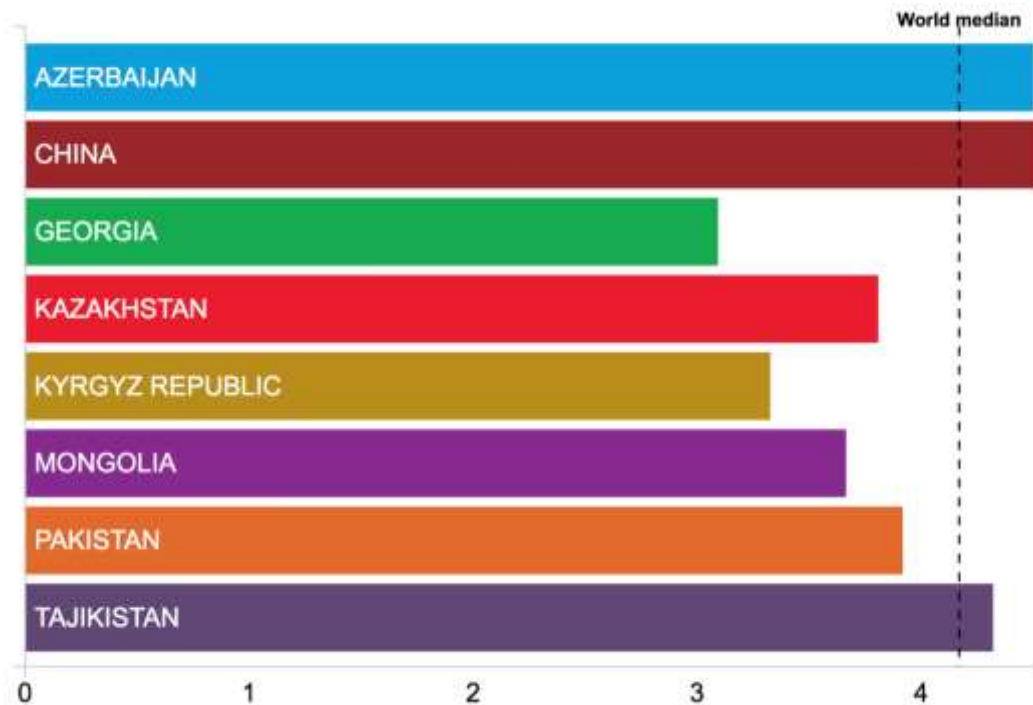
For instance, a 2021 ADB review of the TVET sectors in 6 CAREC countries—Kazakhstan, Kyrgyz Republic, Mongolia, Tajikistan, Turkmenistan and Uzbekistan—concluded that "insufficient financial resources" have contributed to the sector's underdevelopment.

# Number of Vocational Pupils in Secondary Education, Selected Years

Country	1990	2000	2011	2012	2013	2014	2015	2016	2017	2018	2019
Azerbaijan	45,043	..	..	..	..	..	..	..	..	152,777	..
Afghanistan	..	..	18,085	23,419	29,520	25,019	26,986	25,629	23,766	21,902	..
Georgia	..	16,759	..	..	21,350	14,052	12,421	12,112	11,829	10,653	..
Kazakhstan	243,300	81,476	197,257	185,026	164,240	185,590	190,238	187,279	194,062	199,116	203,284
Kyrgyz Republic	54,100	25,588	55,307	61,015	64,681	66,393	59,854	61,405	53,024	54,632	..
Mongolia	..	9,251	..	..	29,562	27,864	27,349	35,370	33,554	30,181	..
Pakistan	107,645	..	389,624	376,337	374,178	366,979	329,562	324,598	355,215	446,376	..
China	6,258,000	12,327,079	20,299,603	19,696,392	21,140,347	19,233,849	17,555,320	16,569,753	15,992,821	15,927,388	..
Tajikistan	..	23,827	22,630	15,072	15,038	..	..	..	..	..	..
Turkmenistan	..	..	..	..	..	50,735	..	..	..	..	..
Uzbekistan	248,600	403,130	..	1,599,031	1,573,906	1,514,988	1,450,730	1,394,903	1,358,064	..	..



# Quality of Vocational Training, 2019, selected CAREC member countries



Source: World Economic Forum (WEF)

# Questions for discussions

1. Are there any other convergence areas among CAREC countries in addition to what was already discussed?

2. And of the convergence areas identified so far, which are ripe for future joint cooperation interventions?

# Thank you for your attention!

For more information:

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