

DEVELOPMENT COORDINATION

A. Major Development Partners: Strategic Foci and Key Activities

1. The technical and vocational education and training (TVET) sector in Tajikistan has been supported by small projects from development partners since 2007. This support has helped improve employment skills for the rural and urban poor through short vocational training programs for identified employment opportunities. German development cooperation through Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), the European Union (EU), the Islamic Development Bank (IDB), the United Nations Children’s Fund (UNICEF), and the Aga Khan Development Network have been the principal providers of assistance in the TVET subsector. The proposed Asian Development Bank (ADB) project is by far the most significant investment in the sector to date. Assistance of development partners in TVET is summarized in Table 1 and described further below.

Table 1: Major Development Partners, Technical and Vocational Education and Training

Development Partner	Project Name	Duration	Amount (\$ million)
ADB	Project Preparatory Technical Assistance for Strengthening Private Sector Participation in TVET (grant funded by JFPR)	2014–2015	0.7
AKDN or UCA	School of Professional and Continuous Education (SPCE) in Khorog (Grant)	2008–ongoing	(...)
EU	TVET Component under the Quality Education Support Programme (Grant)	2015–2017	5.3 ^a
Islamic Development Bank	Vocational Literacy Program for Poverty Reduction Loan	2013–2017	10.0
GIZ	Support to the Reform Process of the Vocational Education System (Grant)	2007–2016	14.5 ^a
UNICEF	Girls’ Education under Out-of-School Children Programme (Grant)	2013–2014	1.0
USAID	Cross-Border Vocational Education in Badakhshan Project (Grant)	2013–2015	0.29

^a Original amounts in euro were converted into US dollars at €1.00=\$1.075 in March 2015.

ADB = Asian Development Bank, AKDN = Aga Khan Development Network, EU = European Union, GIZ = Deutsche Gesellschaft für Internationale Zusammenarbeit, JFPR = Japan Fund for Poverty Reduction, TVET = technical and vocational education and training, UCA = University of Central Asia, UNICEF = United National Children’s Fund, USAID = United States Agency for International Development, (...) = data not available

Sources: Asian Development Bank, European Union, GIZ, Islamic Development Bank, UCA, UNICEF and USAID.

B. Institutional Arrangements and Processes for Development Coordination

2. Development coordination in Tajikistan is undertaken through the Development Coordination Council (DCC) established in December 2009. The DCC consists of 28 development partners and is assisted by the State Committee on Investments and State Property Management. The DCC works on six broad economic themes through 12 working groups that address sector policy, coordination, and aid effectiveness issues. The education sector is mapped under the human development cluster and is coordinated by the education working group. ADB chaired the DCC during 2009–2012, and resumed a 1-year chairpersonship in June 2014. In cooperation with several other development partners, ADB has supported development of the government’s aid coordination capacities, and preparation of

national plans and poverty reduction strategies. ADB has provided support for results-based planning and project management. The joint country strategy helped establish a clearer division of labor among development partners and improved aid effectiveness.

3. The government established the National Coordination Council for TVET and higher education on 14 October 2014. The council is an advisory body and a forum for consultation and coordination among key stakeholders on policies, plans, and programs related to education, skills development, and TVET. It is chaired by the deputy prime minister for social sectors, and consists of members from key government agencies and private sector representatives. Working groups are being established for each level of the education system, including TVET, to discuss and address emerging issues. The education and science department of the President's office serves as the council's secretariat. The council gathers at semiannual plenary sessions. ADB and other development partners will work closely with the council to promote the TVET reform agenda. The proposed TVET project will hire a national TVET coordinator who will work at the council's secretariat to ensure close collaboration between the project activities, donors, and the TVET agenda of the council.

4. During the project design stage, considerable efforts were made to strengthen coordination with GIZ, the EU, the Aga Khan Development Network, the IDB, and UNICEF as the main development partners to the TVET system in Tajikistan. These development partners were consulted on project design, in particular (i) development of a competency-based methodology that increases the flexibility of the TVET system and strengthens its response to labor market needs, (ii) selection of priority skills areas, and (iii) identification of TVET institutions to be assisted under the project. The Ministry of Labour, Migration and Employment, the executing agency of the proposed project, is reviewing development assistance in the primary TVET sector to avoid duplication and overlap of development partner's initiatives. It has also established a working group to review and propose amendments to the law on primary TVET. ADB and GIZ have been invited to work closely with the working group in carrying out its task. ADB and GIZ will provide inputs to make the legal and regulatory environment supportive of the proposed reforms in the TVET sector.

C. Achievements and Issues

5. Past and ongoing development assistance to the TVET sector has focused on capacity building and upgrading of selected TVET institutions rather than policy and institutional reforms. For example, the GIZ-funded project developed curriculum and learning materials for eight occupations for long courses and 18 occupations for short courses, and upgraded equipment for the workshops of those occupations at the selected lyceums and adult learning centers. While the GIZ project is regarded as relevant and satisfactory in achieving outcomes in its targeted areas, it has not strengthened the system as a whole, including the regulatory and funding framework for TVET, collaboration with the private sector, and interface among all TVET service providers. Strengthening TVET management—especially in policy planning and system quality assurance—and development of the labor market information system and the TVET management information system are crucial for TVET system development.

6. The EU is a new player in Tajikistan's TVET sector. While the total package of assistance has yet to be finalized, the EU has earmarked \$5.3 million for the TVET program out of the \$16 million allocated for the first phase of its education support for 2015–2017. The balance is for general education. Discussions with the EU project team in Tajikistan indicated that its major focus in TVET would be the development of system-wide policies and programs in the national qualification framework, teacher qualifications and teacher training, curriculum

development, and development of selected TVET institutions to become centers of excellence. As these are common areas of engagement among development partners, it was agreed that the EU would work closely with ADB and other development partners on policy and operational matters.

7. The University of Central Asia (UCA), a private educational institution under the Aga Khan Foundation, supports the TVET system through its School of Professional and Continuing Education (SPCE) located in Khorog, which became operational in 2008. The SPCE offers more than 120 formal, university-based, non-degree programs in eight fields including TVET. Its TVET program focuses on carpentry, construction, painting, and plastering. Course duration is 1 year using an alternating cycle of 6 weeks in school and 14 weeks in partner industry for the first phase, followed by 6 weeks and 10 weeks for the second phase, and 4 weeks and 10 weeks for the last phase. Competency assessment is done by industry experts on both theoretical and practical skills of the students. Two certificates are issued to those who pass the assessment—one by UCA and another by the Ministry of Labour, Migration and Employment. The average employment rate of graduates is 82%. This is an interesting model to consider for the lyceums. The UCA also provides consultancy services in TVET and management training.

8. UNICEF is focusing on girls' education. Despite the high enrollment of girls in compulsory education (grades 1–9), dropouts have increased in last decade in Tajikistan. UNICEF is preparing a communication and public awareness project to work with local communities and parents in three districts (Isfara, Kulyab, and Rasht.) The project will help identify the reasons for the increased girl dropouts, and focus communities on the importance of girls staying in school and completing their education. UNICEF is planning to organize a summer learning camp for girls from these areas. ADB and UNICEF have agreed to work together to enhance TVET skills for girls under the Gender Equity Model and Market-Responsive and Inclusive Training Programs.

9. IDB is implementing an \$10 million project to support the TVET system in Tajikistan. The project will be implemented until 2018. The beneficiaries of the project are young people below 23 years of age and women up to 50 years old. The project will upgrade eight existing lyceums and build four new TVET campuses. It also envisages the development of TVET curriculum and short-term training courses, and teachers' and masters' training. The project has allocated \$3.8 million to issue microloans (of \$400–\$1,000) through selected commercial banks to 8,000 graduates who are interested in entrepreneurship and aim to open their own business. ADB and IDB agreed to exchange information regularly and coordinate the relevant project activities.

D. Summary and Recommendations

10. ADB will continue to coordinate closely with development partners during project implementation to (i) maximize development assistance and private sector participation, (ii) address policy issues systematically, (iii) provide greater and consistent geographic and topical support for institutional strengthening and capacity building, and (iv) promote increased accountability to achieve a greater development impact. ADB supports the initiative to create a TVET sub-working group under the DCC to provide a forum for closer coordination among development partners in the TVET subsector.