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# **Institutions of formal VET in Service of Women Skills Development and Empowerment**

## **Experience of *dvv international* from Tajikistan**

### **Bonn, 2013**



# Country overview

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Capital: Dushanbe  
Population: 7,768,385 (July 2012 est.)  
3 573 286 Current male population (49.2%)  
3 696 261 Current female population (50.8%)  
Ethnic groups: Tajik 79.9%, Uzbek 15.3%, Russian 1.1%, Kyrgyz  
1.1%, other 2.6%  
rural residents make about 70%, urban makes about 30%.

Labour migrants: annually about 900,000 people (11% able bodied population) mainly men leave for migration, women remain in the country and are responsible for household, raising and educating children. In average, there are about 6 children in every rural family.

# VET overview - 1

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- There are 66 VET lyceums (former VET schools) supervised by the Ministry of Education – up to 4 academic years, plus up to 3 months vocational short courses
- There is an Adult Training Center of Tajikistan (ATCT) with 71 branches and satellite offices supervised by the Ministry of Labour and Social Protection of Population, offering short-term courses with duration up to 3 months.
- In collaboration with VET lyceums and ATCT the local NGOs conduct vocational education courses in the remote areas, where state-owned educational institutions have no branch offices. The courses run by NGOs are conducted from time to time, and dependent on donor financing mostly.

## VET overview - 2

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*Problems of VET lyceums* – many VET lyceums have poor material and technical base, outdated methodological materials, no modern quality textbooks available in Tajik and Russian, poorly educated teachers. Students are not interested in four-year program, as they are interested in receiving quick skills to gain earnings for their lives. Therefore, VET lyceums launched short-term vocational courses.

*Successes of VET lyceums* – with the donor funding some pilot VET lyceums installed new equipment, improved academic staff capacity, developed methodological materials and moved to module-based learning programs.

*ATCT* – newly established centers are moderately equipped and have capacity at the national level to develop curriculum for short-term vocational courses to be widely used by the branch offices.



# Poverty Alleviation in Tajikistan through Education and Non-formal Training (PATENT)

The Project was implemented in Sughd and  
Khatlon Provinces of Tajikistan

2009-2010

Budget : 730 000 Euro



Bundesministerium für  
wirtschaftliche Zusammenarbeit  
und Entwicklung



# «Poverty Alleviation in Tajikistan through **dvv** international Education and Non-formal Training»



## P A T E N T Project

Specific objective:

To increase employment and self-employment opportunities for unemployed, low-income adult population through improved quality of educational services at 10 pilot vocational education and training schools and expanded educational services in offering local labour market-driven professions.

# Activities directly involving adult education:

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To identify the local labour market-oriented professions the Project team conducted Local Market Analysis and Training Needs Assessment in 9 districts and cities in two Provinces (among 270 enterprises and 540 adult individuals)

- Based on the local labour market analysis and training needs assessment the following in-demand professions were identified by the respondents :

1. «Dress-maker;
2. «Accountant»;
3. «Electric and gas welder»;
4. «Electrician».

# Activities directly involving adult education:





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## Curriculum Development (based on DACUM)



# Project «Institutional Development of Adult Training Centers in Khatlon Province



**Project objective:** To improve knowledge and skills of 20 staff members of ATCT branches in Khatlon Province

**Partner:  
ATCT**

## Achieved results:

- The target group (20 teachers and methodologists of ATCTs in Kulob and Kurgantube cities) received practical knowledge and skills on interactive learning methodology;
- The target group gained skills in local labour market analysis and educational services market assessment;
- Two curriculum and training programs were adapted to local conditions and translated into Tajik language.



# Vocational skills for potential labour women migrants in Rudaki district



**Project objective:** Support vulnerable women of Rudaki district to overcome poverty through equipping them with practical vocational skills

## Achieved results:

- 130 women, including 3 disabled women, completed short-term vocational courses on dress-making, knitting and home-based fruit canning;
- Established partnerships with the National Adult Training Centre to prepare and to consult local master trainers;
- 31% of course graduates are self-employed (home-based small business)

**Partner:**  
**NGO «Bonui Asr»**



# Promoting Opportunities for Rural Women through Active Participation and Vocational Education



**Project goal:** To improve access to education and opportunities to develop life skills for vulnerable women groups, Sughd Province (2012)

**Partner: ASTI**

## Achieved results:

- 180 women, represented by wives and daughters of labour migrants, including 8 disabled, completed short-term vocational courses on Dressmaking and Confectionery
- 80 beneficiaries participated in the business planning workshop and participated in the contest on the best business plan;
- 280 people participated in the informal information meetings and received consultation on labour migrants and disabled rights



# PATENT Impact evaluation

## Recommendations from the report:

- Continue to work with 10 pilot VET schools;
- Provide management trainings to the school directors and their deputies;
- Increase effectiveness of VET courses through improved the Russian language proficiency skills of students;
- Incorporate elements of business development skills into the training programs;
- Continue to support advisory councils and business bureaus at VET schools.

