



TA to MoLME



EuropeAid/137704/DH/SER/TJ Quality education support programme I

Project Steering Committee first meeting

EQSP I – Lot 2

Presentation of Project Work plan

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Dushanbe, 19 September 2017



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EQSP I - Lot 2

Technical assistance to the Ministry of Labour,
Migration and Employment of Population in the
area of in-service teacher training for the initial
technical, vocational education and training
system



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Overall objective

To contribute to the development of a modern education system, able to prepare informed and qualified citizens who are ready for the "world of work" and who can contribute to greater political stability, economic prosperity and social well-being in Tajikistan

Purpose

To support the development of a modern and viable TVET teachers of practical subjects' Continuous Professional Development (CPD) system, better responding to teachers' needs and built on successful national and regional experiences



Geographical area and schedule



Geographical area to be covered- in the capital **Dushanbe and selected regional TVET** in-service teacher training **centres**

Project duration – **3,5 years** (42 months)

Implementation period– 1 February 2017 – 30 July 2020



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R1: Regulatory framework, defining roles and responsibilities different ministries and their subordinated structures

R2: Competency Framework and Staff Appraisal System

R3: Strengthening of Capacity of the Key In-service Training Providers for the IVET teachers

R4: Establishment of mechanisms for “school-businesses” partnership

R5: Overall Capacity of MoLME to develop and manage the initial TVET sector



- **TVET Department**, MoLME
- **Agencies** at MoLME with responsibilities on initial TVET in- service training system
- **TVET Department** under MoES
- **Teachers** of practical subjects in initial TVET
Managers and teaching staff of initial TVET
- **Employers and enterprises**



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Approach

Holistic Capacity Development



HRD



Organisational
development



Network
development



System
development
in the sector





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Activities

A.1 – Assist the Government to establish and embed regulations outlining the roles and responsibilities for initial TVET



A1.1

- Development of a Concept paper
- Clarifying roles, responsibilities and management structures

A1.2

- Review of regulatory framework
- Recommendations and Action plan
- System for Self-assessment and Monitoring

A1.3

- Regulatory framework and AP agreed
- Present to the GoT for adoption



A.1. Regulatory Framework

Working group (WG1) – staff-members from MoLME and MoES

- Roles of different structures in the system of ITVET
- Level of independency and trust
- Decision making
- Assessment of effectiveness
- Improvement of Regulatory framework
- Preparation of an Action plan for its implementation

- ✓ WG1 on RF established
- ✓ 10 meetings of WG1 up to end 2018



- **A series of workshops** for the representatives of MoLME and MoES, to determine their roles and responsibilities for the TVET development and management

- ✓ 1 introductory workshop on the RF for min. 20 participants
- ✓ 1 introductory workshop for WG1 members
- ✓ 3 focus groups (FGs) organised
- ✓ 1 workshop on FGs feed-back
- ✓ 1 seminar on the revised RF and AP



Interim output
a **Concept Paper** clarifying
the roles, responsibilities
and management
structures within the two
Ministries currently
responsible for the initial
TVET in Tajikistan

- ✓ **01.2018** - draft a Concept Paper
- ✓ **04.2018** - revised Concept paper including stakeholders comments



- **Final Outputs** to be delivered until the end of the project

- ✓ Action Plan for the implementation of the revised Regulatory Framework (RF) on IVET
- ✓ Self-assessment and monitoring system for the implementation of revised RF
- ✓ Regulatory Framework and related implementation plan approved by MoES and MoLME and submitted to the cabinet of ministers

07. 2018

08. 2018

12. 2018



A.2 – Support the development and embedding of a **Competency Framework and Staff Appraisal System** for initial TVET teaching and managerial staff



A.2 Competency Framework and SAS

A2.1

- Development of a Competency Framework for IVET Teachers (TCF)
- Development of a Staff Appraisal System (SAS)

A2.2

- Formal approval and endorsement of the TCF, SAS and introduction of a system for CPD

A2.3

- Training of TVET school managers and relevant staff at MoLME in the execution and administration of SAS

A2.4

- Raise awareness of the SAS to all teaching staff from TVET institutions

A2.5

- Piloting of the Staff Appraisal System in selected Lyceums (minimum 60 teachers involved)

A2.6

- Pilot a minimum of 20 in-service training programmes
- Alternative delivery mechanisms for CPD

A2.7

- Support the TVET department (and tasked agency) in rolling out the SAS nationwide (all Lyceums)

A2.8

- Support the TVET Department of the MoLME (and tasked agency) in the design, development and delivery of **60 additional** training programmes based on the needs identified through the SAS

A.2 Competency Framework and Staff Appraisal System



Working group (WG2) – for the development of a TCF and a SAS

- Development of the TCF and SAS
- Adopt all necessary legislative and regulatory measures
- Strategy for formal endorsement of the CPD system
- Support training on and piloting of SAS
- Dissemination of SAS in all lyceums and CPD system

- ✓ WG2 on CF and SAS established
- ✓ 15 meetings of WG2 up to end 2018



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A.2 Competency Framework and Staff Appraisal System

• Capacity building

A series of
workshops
and
training

- ✓ 1 introductory workshop for WG2 members
- ✓ 2 seminar on the revised TCF and SAS
- ✓ 4 one-day conferences in different locations to familiarize TVET teachers with the SAS
- ✓ 400 TVET teachers participated in awareness raising activities regarding the SAS
- ✓ 200 people are trained in the use of the TCF and SAS procedures' implementation
- ✓ 60 TVET teachers participated in piloting of SAS
- ✓ 45 facilitators are trained on TVET in-service training methodology
- ✓ Altogether up to 1050 people (both ITVET teachers and schools' managerial staff) are trained in 20 pilot programmes,
- ✓ including minimum 500 IVET teachers

A.2 Competency Framework and Staff Appraisal System

- ✓ 03.2018 - Training needs analysis (TNA) report – findings and recommendations
- ✓ 05.2018 - Market research analysis of required competencies of workers
- ✓ 06.2018 - Identifying the legal and regulatory steps for a formal approval and endorsement of the TCF and the SAS
- ✓ 12.2018 - Design 20 in-service training programmes
- ✓ 02.2020 - Pilot 20 in-service training programmes
- ✓ 10.2018 - Methodology for the development and implementation of Competency Framework
- ✓ 10.2018 - Methodology for the development and implementation of Staff Appraisal System
- ✓ 09.2018 - Methodology for in-service training

Interim
outputs

A.2 Competency Framework and Staff Appraisal System

- **Final Outputs** to be delivered until the end of the project (1)

- ✓ Competency Framework for initial TVET teachers of practical subjects and for the TVET schools' managerial staff developed
- ✓ Staff Appraisal System for initial TVET teachers of practical subjects developed and piloted
- ✓ Overarching strategy to support the instructional transformation of teaching in initial TVET developed – CPD system ground

12.2018

12.2018

02.2019



A.2 Competency Framework and Staff Appraisal System

- **Final Outputs** to be delivered until the end of the project (2)

- ✓ Set of Guidelines for Staff Appraisal procedure developed
- ✓ Guidelines for the providers of internships prepared
- ✓ Altogether 80 training programmes for in-service teachers' training are delivered, including:
 - 20 pilot
 - 60 additional

08.2018

02.2020

03.2020
(20/annual)



A.3 – Support the **building of capacity of TVET in-service training providers** to deliver effective pedagogy and skills training



A.3 Capacity building of in-service training providers in TVET

A3.1

- Identify In-service training providers
 - Develop of a set of requirements
 - Analysis of existing capacities and shortlist training institutions

A3.2

- Resource review - outline the material and staff development support necessary to deliver effective in-service programmes for CPD

A3.3

- Development and implementation of Quality Assurance Systems for the selected training providers

A3.4

- Concept paper on the feasibility of a formal professional development award for TVET management and teaching staff with possible links to the remuneration paid



A.3 Capacity building of in-service training providers in TVET

- **Capacity building**

A series of workshops and training

- ✓ A series of workshop on Quality Assurance System (QAS) developed and introduced in the in-service providers for CPD of IVET teachers
- ✓ 1 Workshop for in-service training providers on assessment approaches



A.3 Capacity building of in-service training providers in TVET



Interim
outputs

- ✓ 04.2018 - Report on results from the Assessment of capacity of potential training providers to deliver in-service training programmes for IVET
- ✓ 10.2017 - Set of criteria for selection of in-service training providers for CPD
- ✓ 12.2019 - Analysis of the existing teachers' remuneration scheme in Tajikistan and comparative analysis to other countries' practices
- ✓ 04.2020 - Set of Recommendations for the MoLME on a new attestation system for initial TVET management and teaching staff



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A.3 Capacity building of in-service training providers in TVET

- **Final Outputs** to be delivered until the end of the project

- ✓ Four to five in-service training providers are identified and professional specialisation decided
- ✓ Technical specifications for supply contracts developed
- ✓ Quality assurance systems for the selected training providers established

02-04.2018

09.2018

02.2020



A.4 – Support the development of **Business – TVET partnerships to enhance the upskilling of TVET staff** (school management and teachers of practical subjects)



A4.1

- Partnership agreements with the aim of upskilling TVET staff
 - General workshops for the employers and TVET personnel and specialised training of personnel; Recommendations on development of sustainable partnerships

A4.2

- Structure for for networking established

A4.3

- Provide training for the TVET Department of MoLME and initial TVET institutions in the development of Business/TVET partnership agreements

A4.4

- Develop and implement TVET/business partnership Monitoring scheme in supporting the upskilling of teaching
 - Performance indicators for successful partnership
 - Monitoring instruments developed with the use of indicators
 - Evaluation of partnership



A.4. Partnership with business **GOPA**

- **Capacity building**

- ✓ 4 general training workshops
- ✓ 3 capacity building workshops for professional development of school managers
- ✓ A set of training provided to MoLME and TVET institutions on the development of Business/TVET partnership agreements
- ✓ 3 FGs to discuss indicators of successful partnership conducted

Interim
outputs

- ✓ 11.2017 - 1 initial meeting
- ✓ 03.2018 - 4 joint meetings
- ✓ 10.2018 - Training needs analysis
- ✓ 04.2019 - Company visits for TVET teachers (min 3 organised)
- ✓ 08.2019 - Training materials



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- **Final Outputs** to be delivered until the end of the project

- ✓ Guidelines for the development and operation of good partnerships
- ✓ Monitoring instruments prepared based on indicators of successful TVET/business partnership
- ✓ Monitoring Action Plan (MoLME)

03.2019

10.2019

03.2020



A.5 – Strengthening the **Institutional and Human Resource Capacities** of the TVET Department of MoLME and other relevant state bodies that have assigned responsibilities for areas of the TVET sector through support to policy development, functional restructuring and training



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A.5. Institutional and Human Resource Capacities of MoLME

A5.1

- Assist the MoLME in the Implementation Organisational changes
 - Description of tasks, preparing new procedural manuals

A5.2

- Support to implementation of Mid-term Action plan in close coordination with MoES

A5.3

- Training Needs Analysis

A5.4

- Assist the TVET Department of the MoLME in developing and implementing a Communication Strategy
 - Establish formal Mechanisms for Consultations and Coordination

A5.5

- Review and upgrade of MoLME initial TVET Strategy Action plans in close coordination with MoES

A5.6

- Assessment of MoLME resources and capacities to develop and manage the TVET sub-sector

A5.7

- MoLME capacity for analysis, forecasts and assessment the qualification demands of TVET teachers in close cooperation with MoES

A.5. Institutional and Human Resource Capacities of MoLME

• **Capacity building**

- ✓ 1 organisational development seminar with TVET (MoLME and MoES) staff-members
- ✓ 1 Identification seminar on mid-term action planning (MoLME in close coordination with MoES)
- ✓ Training for CB on TVET system governance is organised for min 30 trainees
- ✓ Study tour delivered for 12 representatives of TVET (MoLME) and results assessed
- ✓ FGs with MoLME and MoES to define the Strategy Action Plan developmental goals
- ✓ 1 workshop to brainstorm on MoLME communication needs
- ✓ Capacity development training for MoLME



A.5. Institutional and Human Resource Capacities of MoLME

- ✓ 02.2018 - New MoLME organisational chart proposed
- ✓ 04.2018 - Revised task descriptions for MoLME TVET Department prepared
- ✓ 06.2018 - Recommendations to MoLME on implementation of revised Mid-term AP
- ✓ 01.2019 - Training needs analysis (TNA) performed
- ✓ 04.2019 – TNA Report
- ✓ 05-11.2019 - A tailored training programme based on TNA is designed and delivered
- ✓ 09.2019 – Study Tour organised
- ✓ 11.2019 - Study tour evaluation report published
- ✓ 05.2019 - A set of Performance indicators identified
- ✓ 07.2019 - M&E mechanisms on capacity development suggested
- ✓ 09.2019 - Draft Manual of recommended methods and responsibilities for the provision of labour market information

Interim
outputs

A.5. Institutional and Human Resource Capacities of MoLME

- **Final Outputs** to be delivered until the end of the project

- ✓ New procedural manuals for the TVET Department published
- ✓ Mid-Term Action Plan revised and published
- ✓ Communication strategy for the TVET Department of MoLME is produced in consultation with stakeholders and DPs, and published

07.2018

05.2018

11.2018

04.2019



A.5. Institutional and Human Resource Capacities of MoLME

- **Final Outputs** to be delivered until the end of the project

- ✓ MoLME Action Plan on IVET updated and published
- ✓ MoLME capacity assessment tool-kit and report
- ✓ Manual on recommended methods and responsibilities for the provision of labour market information published

01.2019

11. 2018
04.2019

09.2019
03.2020





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Thank you
Comments, discussion ...

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