



Surveying
Technical and Vocational Education and Training Institutions
(TVET)
for Intangible Cultural Heritage (ICH) in Central Asia

Analytical Report

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Survey on Technical and Vocational Education and Training Institutions (TVET) for Intangible Cultural Heritage (ICH) in Central Asia

Summary

The 2003 Convention for the Safeguarding of the Intangible Cultural Heritage includes a reference to “transmission, particularly through formal and non-formal education,” as part of the proposed safeguarding measures (Article 2.3). The Convention calls on States Parties to “ensure recognition of, respect for, and enhancement of the intangible cultural heritage in society” through education programs (Article 14). In this regard, UNESCO’s global program “Safeguarding Intangible Cultural Heritage in Formal and Non-formal Education” (2018–2021) indicates the importance of schools and non-formal education programs as places of transmission of intangible cultural heritage (ICH). That is why, with the support of the International Information and Networking Centre for Intangible Cultural Heritage in the Asia-Pacific Region (ICHCAP) and the UNESCO Office in Almaty launched a pilot survey aimed at gaining a better understanding of the existing Technical and Vocational Education and Training Institutions’ (TVET) programs and opportunities related to ICH. Based on the information provided by four Central Asian country coordinators (Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan), findings of an offline survey, and qualitative interviews as well as secondary data research via the education institutions’ websites, this report presents an analysis of: 1) the situation of current education programs within TVET institutions; and 2) networking opportunities among the TVET institutions in the Central Asian Region. It also proposes recommendations for the development of education networking activities for the ICH in the region. The pilot survey is a first reaction to the global trend of the integration of ICH and formal/non-formal education, specifically TVET institutions. Moreover, this pilot survey is the first initiative in Central Asia and is an attempt to respond to the challenges indicated in the UNESCO’s global program “Safeguarding Intangible Cultural Heritage in Formal and Non-formal Education” (2018–2021) as well as its Sustainable Development Goal 4, which includes “promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development” as an important target to achieve quality education and lifelong learning opportunities for all.¹

I. Introduction

Project Background

UNESCO highlights the role of intangible cultural heritage (ICH) as an important factor in maintaining cultural diversity. According to UNESCO, ICH is made up of “oral traditions, performing arts, social practices, rituals and festive events, knowledge and practices concerning nature and the universe or the knowledge and skills to produce traditional crafts.”² In this context, UNESCO equally acknowledges the role of educational institutions, specifically Technical and Vocational Education and Training Institutions (TVET), in building the capacity of a dynamic cultural sector.

¹ UNESCO, “Sustainable Development Goal 4 and Its Targets,” Accessed from <https://en.unesco.org/education2030-sdg4/targets>.

² UNESCO, “What Is Intangible Cultural Heritage?” Accessed from <http://ich.unesco.org/en/what-is-intangible-heritage-0003>.

What is TVET?

"Technical and vocational education is used as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding, and knowledge relating to occupations in various sectors of economic and social life." ³

The Convention for the Safeguarding of the Intangible Cultural Heritage (UNESCO 2003, <https://ich.unesco.org/en/convention>) defines "Intangible Cultural Heritage" or "ICH" as "the practices, representations, expressions, knowledge, skills – as well as the instruments, objects, artefacts and cultural spaces associated therewith – that communities, groups and, in some cases, individuals recognize as part of their cultural heritage. This intangible cultural heritage, transmitted from generation to generation, is constantly recreated by communities and groups in response to their environment, their interaction with nature and their history, and provides them with a sense of identity and continuity, thus promoting respect for cultural diversity and human creativity. ... [It] is manifested inter alia in the following domains: (a) oral traditions and expressions, including language as a vehicle of the intangible cultural heritage; (b) performing arts; (c) social practices, rituals and festive events; (d) knowledge and practices concerning nature and the universe; (e) traditional craftsmanship."⁴

Education plays a key role in safeguarding intangible cultural heritage (ICH). This is why the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage includes a reference to "transmission, particularly through formal and non-formal education," as part of the proposed safeguarding measures (Article 2.3). The Convention calls on "States Parties" (states bound by or under the enforced area of the Convention) to "ensure recognition of, respect for, and enhancement of the intangible cultural heritage in society" through education programs (Article 14).

Intangible cultural heritage can provide context-specific content and pedagogy for education programs and thus act as leverage to increase the relevance of education and improve learning outcomes. In this regard, ICH is an incredibly rich source, that is why UNESCO promotes learning and teaching through and about ICH in education programs in all relevant disciplines. However, while some experiences exist in this field, "typically, education systems have not given due consideration to the important role they can play in safeguarding ICH, nor have they harnessed the potential of ICH to improve quality and relevance of education."⁵

In this regard, UNESCO's global program "Safeguarding Intangible Cultural Heritage in Formal and Non-formal Education" (2018–2021) indicates the importance of schools and non-formal education programs as places of transmission of ICH.

The relationship of ICH and education is reflected in the following matters:

- contributing context-specific content and pedagogy;
- reconnecting schools with communities;
- involving bearers; and
- strengthening a sense of belonging.

Integrating ICH into formal and non-formal education is expected to benefit the ambitions of both:

- enhancing the transmission (or safeguarding) of ICH; and
- addressing key issues in improving the quality of education.

³ UNESCO-UNEVOC, "TVETipedia Glossary: What is TVET?" 2014, Accessed from

<http://www.unevoc.unesco.org/go.php?q=TVETipedia+Glossary+A-Z&article=What%2Bis%2BTVET>.

⁴ UNESCO, "Text for the Convention of the Safeguarding of the Intangible Cultural Heritage," 2003, Accessed from <https://ich.unesco.org/en/convention>.

⁵ UNESCO, Safeguarding intangible cultural heritage in formal and non-formal education, Concept note.

A research component was indicated as one of the strategic actions for the Education and Culture sectors. It was specified as “design research activities such as a meta-analysis on linkages between ICH and education and conduct studies assessing impact (on how students learn, on how ICH supports transmission, etc.). ICH can be integrated into UNESCO's ongoing research work, such as research on educational governance, i.e. globalization and privatization, notably related to certain forms of knowledge.”⁶

In this context, with the support of the International Information and Networking Centre for Intangible Cultural Heritage in the Asia-Pacific Region (ICHCAP), the Almaty Cluster Office to Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan launched a pilot survey aimed at gaining better understanding of the existing ICH-related programs, courses, initiatives, and resources in technical and vocational education and training institutions in the Central Asian region. The pilot survey outcome is to form a discussion and the development of recommendations for further networking among TVET for more effective ICH transfer in the region.

Within the few last years, the Central Asian region has been focused on the training of local facilitators and increasing capacity of local experts in the field of ICH. In this context, the pilot survey can be perceived as a first reaction to the global trend of the integration of ICH and formal/non-formal education, specifically in TVET institutions. Moreover, this pilot survey is the first initiative in the Central Asian region and is an attempt to respond to the challenges indicated in UNESCO's global program “Safeguarding Intangible Cultural Heritage in Formal and Non-formal Education” (2018–2021) as well as Sustainable Development Goal 4, which includes “promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development” as an important target to achieve Goal 4 on quality education and lifelong learning opportunities for all.⁷

This pilot survey has taken place throughout Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan.

Data Collection

This pilot survey was conducted within the five months between July-December 2018 and based on an offline questionnaire and in-depth interviews. The questionnaire was designed based on the survey used for the Asia-Pacific region and developed with inputs and comments from the UNESCO Office in Almaty. The final version was sent to country coordinators on August 8, 2018. The questionnaires were designed in Russian and English, but they were also translated into local languages for better communication and understanding.

Research countries' coordinators for the pilot survey, who had participated in UNESCO's training workshop for facilitators in Central Asia in 2017-2018, built their sample lists of TVET institutions related to ICH where they had decided to send the questionnaire and have interviews. As a preliminary step, they had conducted desk research that included such actions as exploring websites of ministries of education, ministries of culture, and TVET institutions, as well as curricula and other available materials. The final sampling was based on a simple random sampling principle. (Please refer to Annex 1: List of Participating TVET Institutions.) In addition, research countries' coordinators for the pilot survey contacted each local Ministry of Education and National Commission for UNESCO to request support in disseminating the survey questionnaire and recommendations among potential TVET institutions, as well as permission to get access to these.

At the end of the survey, 49 questionnaires (instead of 71) had been submitted to be processed and analyzed. The reason for coming up with this number of respondents despite the expected number was dependent on the following reasons: 1) some institutions had never replied; 2) some questionnaires had been returned incomplete, with the respondents either skipping some sections or parts or providing “yes”/“no” answers without any details; and 3) some questionnaires were sent

⁶ UNESCO, “Integrating Intangible Cultural Heritage in Education: Intersectoral Meeting with Education Institutes and Programmes,” 2017, Accessed from https://ich.unesco.org/doc/src/Meeting_report_EN.pdf.

⁷ UNESCO, “Sustainable Development Goal 4 and Its Targets.”

to higher education institutions (in Tajikistan) or secondary education institutions (Uzbekistan and Kazakhstan) that were beyond the scope of this survey and had to be excluded from processing.

Most parts of the data were collected in central cities due to several reasons. One of them was that field research was supposed to be done from July-August, while all educational institutions had summer holidays. TVET's representatives began to fill in the questionnaires in the second week of September. Nevertheless, in all target countries, the TVET system is centralized and administered by the Ministry of Education. Taking into account that the curriculum is the same, one can say that the collected information can give a preliminary understanding of the ICH integration to TVET institutions in the given countries.

Data Analysis and Limitations

The collected data includes questionnaires, curricula, description of courses related to ICH, and the national coordinators' reports. Half of the questionnaires were filled out in local languages, also entailing necessary explanations from the research countries' coordinators. In the beginning, a key challenge was the timeframe for the field research, which coincided with summer holidays for TVET, thus explaining why national coordinators experienced difficulties with accessing their respondents.

The following issues served as further limitations:

- Many colleges do not have websites to explore whether they have ICH-related specialties or courses;
- Information on websites of some colleges and lyceums does not match the real situation;
- TVET trainers do not work with the 2003 Convention, and the concept of ICH is relatively new for them. (Despite this, most programs contain objectives and principles reflecting the spirit of the 2003 Convention and the idea of the ICH.);
- There is a lack of academic literature related to ICH in TVET in the Central Asian region, which affects the quality of training and networking.

In general, the analysis is based on the findings extracted and synthesized from national coordinators' reports, comprising offline surveys, qualitative interviews with selected informants, and additional desk research of the education institutions' websites. The quality and amount of information vary from one respondent to another, which may affect the consistency of the analysis across different programs in the four countries. Most respondents offered insufficient data, making it more challenging to conduct a thorough assessment despite the researcher's attempts to obtain information from respective institutions. In addition, the quality of the reports from each of the four countries is also at a different level, which influenced the content of the final report as well.

Another limitation worth mentioning is that the pilot survey was conducted not by professional researchers, but by the experts in the field of ICH who had participated in UNESCO's training workshop for facilitators. This was conditioned by the necessity to explain to respondents from TVET institutions what ICH was and what the 2003 Convention was about in a clear and comprehensive way.

II. Respondent Profile

Geographic Distribution of Respondents: Region/Country Education institution/Number of Institutions

In Kazakhstan, there are 179 colleges in the TVET system that train students on eight specialties related to ICH. In Kyrgyzstan, there are 24 lyceums with educational programs that are directly related to ICH. In Tajikistan, 55 out of 61 technical and vocational institutions have a certain connection with the ICH. In Uzbekistan, the number of TVET institutions is not clear due to ongoing reforms in the educational system. Therefore, the status of some institutions is not defined yet. The total number of TVET institutions is 1400, and more than 500 out of them are more or less linked to ICH. (Please refer to Annex 2: List of TVET Institutions Related to ICH.)

Geographically, these institutions are located throughout the countries in big cities and small towns, as summarized in the table below.

Country	Institutions	City	Region/District	Number of Institutions
Kazakhstan	College at the Kazakh National Academy of Arts named after Zhurgenov	Almaty		6
	Almaty College of Decorative and Applied Arts			
	College of Construction and Traditional Crafts			
	Almaty College of Management and Design			
	Almaty College of the Tourism Industry and Hospitality			
	College of Physical Education, Tourism, and Service at Kazakh Academy of Sport and Tourism			
	Pedagogical College	Shymkent		1
	South Kazakhstan Polytechnic College	Shymkent		1
	Pedagogical College	Pavlodar		1
	Korday Agrarian Technical College	Korday		1
	Humanities College	Astana		1
	Pedagogical College named after M.O. Auezov	Semey		1
	Taldykorgan Agrarian Technical College	Taldykorgan		1
				Total: 13
Kyrgyzstan	Professional Lyceum No. 20	Bishkek		4
	Professional Lyceum No. 92 named after S. Chokmorov			
	Professional Lyceum No. 10			
	Kyrgyz State Art Lyceum named after Chuikov			
	Tokmok Industrial and Pedagogical College	Tokmok	Chui province	1
	Professional Lyceum No. 47	Baitik town		
	Professional Lyceum No. 30	Dostuk town	Naryn province	1
	Professional Lyceum No. 87	Naryn		
	Professional Lyceum No. 42	Temir town	Issyk-Kul province	1
	Professional Lyceum No. 45 named after T. Toktonalieva	Kazarman village	Jalal-Abad province	1
	Professional Lyceum No. 110	Ak-Sai town	Talas province	1
	Professional Lyceum No. 59	Joosh town	Osh province	1
				Total: 12

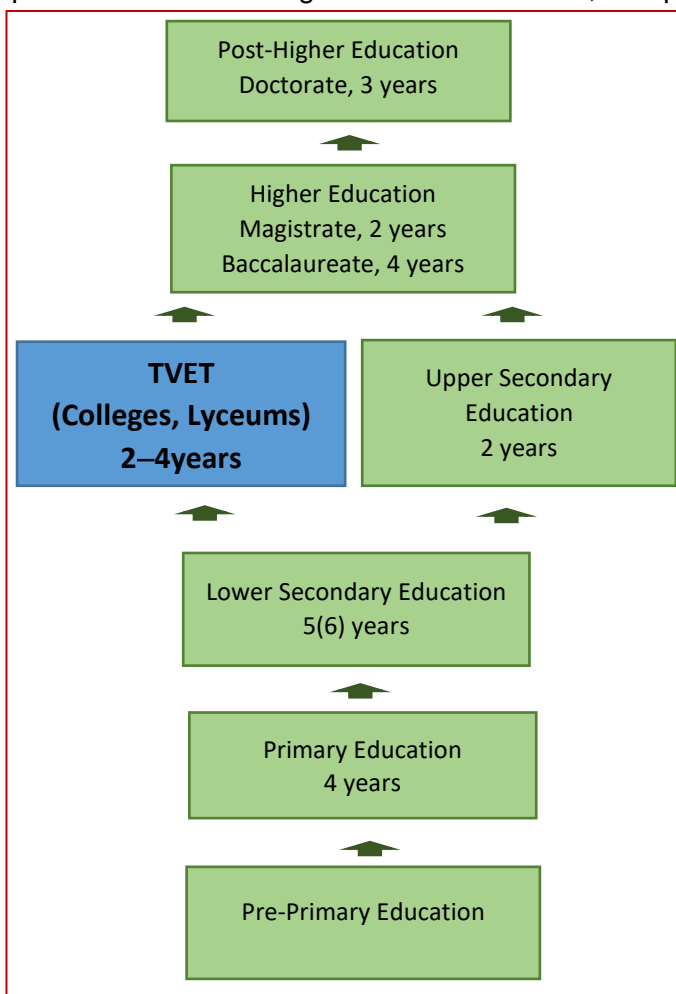
Uzbekistan	Republican Specialized Estrade-Circus School	Tashkent		9
	Republican Specialized Choreographic Boarding School at the Tashkent Higher School of Folk Dance and Choreography			
	Republican Specialized Music Academic Lyceum named after "Gliere"			
	Republican Specialized School of Arts			
	Republican Specialized Boarding School for Arts			
	Tashkent Specialized School of Culture			
	Uchtepa Artisan College			
	Tashkent College of Tourism			
	Republican Specialized School of Design			
	Parkent College of Pedagogy and Economics		Tashkent province	1
	Samarkand Specialized School of Arts	Samarkand	Samarkand province	1
	Namangan Specialized School of Arts	Namangan	Namangan province	1
	Nukus Specialized School of Culture and Arts	Nukus	Republic of Karakalpakistan	1
	Gulistan Art College		Sirdarya region	1
	Bukhara Specialized Boarding School of Culture		Bukhara region	1
	Navoi Specialized School of Art		Navoi region	1
Total: 16				
Tajikistan	Professional Lyceum of Service and Tourism	Dushanbe		5
	Sewing Professional Lyceum			
	The Musical School named after Z. Shakhidi			
	Republican College of Culture named after Buidokov			
	Constructional Professional-Technical Lyceum			
	Professional Lyceum of Service	Khudzhand		1
	College of Traditional Crafts	Istravshan		1
	Professional-Technical College		Zafarabad district	1
Total: 8				

Type of Education Institutions

After the collapse of the Soviet Union, the newly independent Republics of Central Asia faced many challenges. Not the least of these was the need to transform the inherited education systems which had been guided and provisioned from Moscow. Generally, education served an ideological and economic role – to promote the goals of the Soviet state and to meet the skill needs of the centrally planned economy. Compulsory education was ten years in duration, followed by one or two years of specialized secondary education, often vocational. Access to higher education was strictly limited.

Transition to a market economy in Central Asian states, on the surface, posed two major challenges for the education systems. The first was to create ministries of education capable of designing new education policy as well as ensuring provision of quality education. The second was to reorient education programs to meet new needs of the market economy and to make education responsive to the needs of the global economy. Although it was difficult to foresee which specializations would be in high demand under the new economic order, it was obvious that education programs required a more student-centered approach focusing on problem-solving skills, application and synthesis of concepts, and effective communication between teachers and students, rather than mastery of facts.

Among the positive effects of this transformation, one can highlight rationalizing public spending on education; restructuring the system and making it more flexible and transferable (in other words, clear and understandable in the international context); increasing variations of choice; and widening power of education organizations. Moreover, sharp reduction of public financing of the education system brought about diversification of funding sources, more efficient management, and new ways of allocating public resources that rewarded innovation and responsiveness to the demand of students and the economy.



The TVET systems in the four Central Asian countries evolved differently. Kazakhstan, Kyrgyzstan and Tajikistan still require nine years of compulsory education. These three countries also have two options for enrollment to TVET: after Grade 9 or Grade 11. Finally, only some TVET students benefit from state scholarships in these three countries, while a sizeable proportion have to pay for their own studies. Currently, in Kazakhstan, there are 779 independent institutions of technical and vocational education, and in Kyrgyzstan there are 104 professional lyceums.

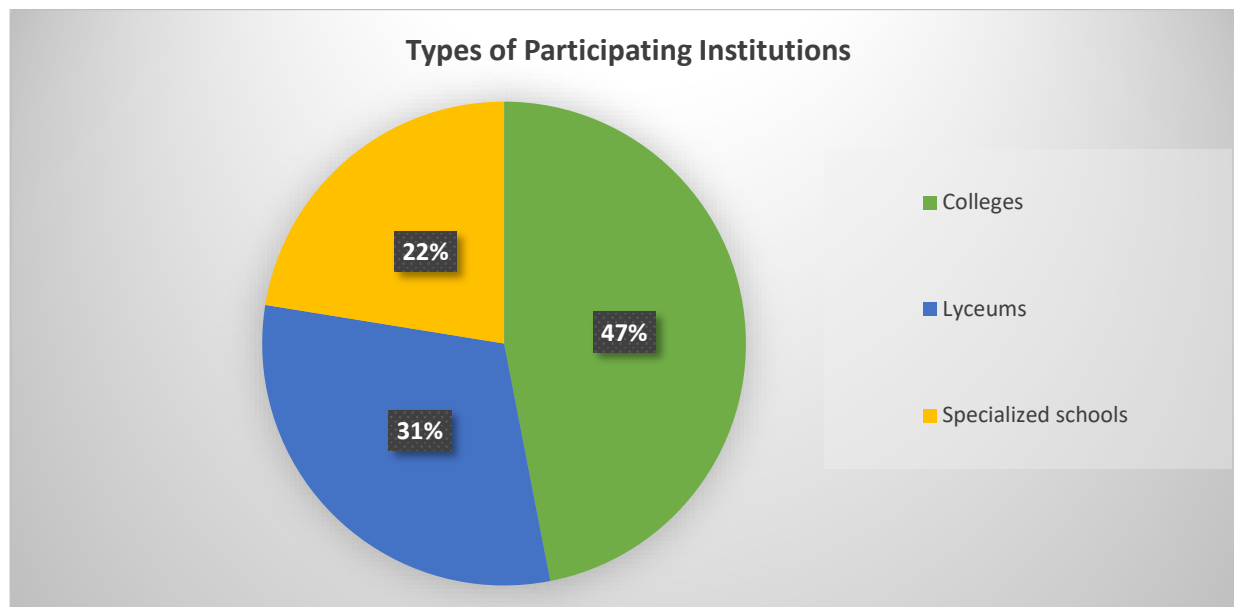
In 1998, Uzbekistan transitioned to a system that required 12 years of compulsory education. After Grade 9, students enroll either in an academic Lyceum or a TVET college. Since 2017, 11 years of school education have been restored, and, therefore, a large number of colleges and lyceums are planned to be disbanded. In

January 2018, the Decree of the President of the Republic of Uzbekistan was issued "On measures

to fundamentally improve the system of general secondary, secondary special and vocational education."⁸ Before publication of the Decree 1,400 vocational colleges functioned in Uzbekistan.⁹

Traditionally, TVET institutions in Central Asian countries are coordinated and controlled by the respective Ministry of Education.

The official status of the institutions that participated in the survey varied: colleges – 47%, lyceums – 31%, and specialized schools – 22%.



III. The Situation of the Current Education Programs in the Central Asian Region

Level of Integration of Intangible Cultural Heritage Contents

ICH is differently represented in the programs and courses of TVET in the four target countries. The concept of ICH as provided by the 2003 Convention is not represented in the programs and courses of TVET in Kazakhstan, Kyrgyzstan, and Tajikistan. However, some programs and courses are linked with ICH and provide related knowledge and skills, for example, handicraft, traditional knowledge, and performance. Students have the possibility for on-job training/internships from the craftsmen, through which they can gain experience and observe some work processes. Nevertheless, it is not clear how exactly this internship (*praktika*) is organized, what the outcomes are, or how it influences the understanding of the ICH.

Kazakhstan

In the Republic of Kazakhstan, there are 779 institutions of technical and vocational education, out of which 179 train students in eight specialties related to ICH:

1. "Teacher of Kazakh language and literature." This specialty pertains to the ICH domain "(a) oral traditions and expressions, including language as a vehicle of the intangible cultural heritage." 52 colleges train specialists in this area. The alumni of this faculty study Kazakh folklore and epic poems in depth in order to further transfer this knowledge to students, namely through teaching Kazakh literature.

⁸ Decree of the President of the Republic of Uzbekistan, Accessed from <http://lex.uz/docs/3523206>.

⁹ Yellow Pages Uzbekistan, "Колледжи в Узбекистане" ("Colleges in Uzbekistan"), Search retrieved from <https://www.yellowpages.uz/rubrika/kolledzhi>.

2. “Instrumental performance and musical art.” This specialty pertains to the ICH domain “(b) performing arts.” 25 colleges train students of this specialty. The training has several components: performing the Kazakh national instruments such as *dombra* and *qobyz*, as well as the mandatory course on “Kazakh Musical Literature” in the curriculum of all students enrolled in these types of institutions.
3. “Applied and decorative arts and folk crafts.” This specialty pertains to the ICH domains “(d) knowledge and practices concerning nature and the universe” and “(e) traditional craftsmanship.” Nine colleges train future professionals in this area. Students of this specialty explore various types of Kazakh applied and decorative arts and Kazakh ornaments, and they can choose specialized courses for in-depth study: for example, the art of metalwork, leatherwork, bone carving, horn carving, felts, weaving, and other crafts.
4. “Veterinary medicine.” This specialty pertains to the ICH domain “(d) knowledge and practices concerning nature and the universe.” 10 colleges train specialists in this field. Agronomical colleges, which educate students in veterinary medicine, provide disciplines that train in traditional veterinary knowledge of Kazakhs; e.g., anatomy courses include the Kazakh definition of body parts and skeletons of animals, and during the internships at animal farms, students participate in parturition campaigns and study animal feeding, care, and treatment. In the North Kazakhstan region, students who study in agronomical colleges also have an opportunity to work at training farm tailored for professional internships.
5. “Catering.” This specialty pertains to the ICH domain “(d) knowledge and practices concerning nature and the universe.” 76 colleges train future professional cooks and chefs. The courses include professional internships, where students learn the technology of preparing Kazakh cuisine as well as Oriental food of various ethnic groups residing in Kazakhstan. The training of specialists in this field is only partially linked to ICH because only part of the professional training includes knowledge of traditional cuisine.
6. “Tourism.” This specialty pertains to the ICH domains “(c) social practices, rituals and festive events” and “(d) knowledge and practices concerning nature and the universe.” 22 colleges train in this specialty. The standardized curriculum includes courses related to Kazakh customs and traditions and culture.
7. “Garment manufacture and design.” This specialty pertains to the ICH domain “(e) traditional craftsmanship.” Eight colleges train specialists in this field. The graduates of this faculty are typically employed by companies producing traditional garments; therefore, a significant portion of courses include folk types of dress-making, Kazakh ornaments and embroidery, and manufacturing specifics of Kazakh folk garments. The knowledge of ICH is utilized by the graduates of this specialty in cases related to the manufacture of national garments.
8. “Social and cultural work and folk arts.” This specialty pertains to the ICH domains “(c) social practices, rituals and festive events,” and “(d) knowledge and practices concerning nature and the universe.” Three colleges train students in this specialty. The graduates study folk arts, types of crafts, Kazakh customs and holidays, Kazakh traditional musical art, musical and poetic traditions of the Kazakh people, the history of the culture of Kazakhstan, folk crafts, ornaments, and musical literature.

In accordance with the model curricula for specialties of technical and vocational education (Code and Profile of Education established by Annex 24 to the decree of Minister of Education and Science of the Republic of Kazakhstan as of July 29, 2014, #312), all students of TVET institutions in Kazakhstan receive a certificate of secondary education. All curricula of colleges in Kazakhstan also include the discipline of “Oral Folk Literature.”¹⁰

“Oral Folk Literature” is studied as a part of the obligatory program for obtaining a certificate of basic secondary education in all colleges of Kazakhstan by all students. The discipline gives knowledge of oral folk literature, the history of Kazakh folklore, the development of oral literature, and related research. Students explore domestic poetry, song-poems about hunting, songs about the Nauryz

¹⁰ “Code and Profile of Education established by Annex 24 to the decree of Minister of Education and Science of the Republic of Kazakhstan as of July 29, 2014, #312,” Accessed from https://tengrinews.kz/zakon/pravitelstvo_respubliki_kazahstan_premier_ministr_rk/obpazovanie/id-V14H0009705/#z29.

festival, and lullabies. In the courses, students become familiarized with the art related to folk traditions, study fairy tales and learn about their classification, and get acquainted with proverbs, folk sayings, riddles, and tongue-twisters. They also survey Kazakh epic tales-legends about *batyrs* – and their structure, lyrical and epic tales, Kazakh folk songs, and types of vocal *aitys* competitions. The knowledge acquired from the “Oral Folk Literature” course is classified as ICH domain “(a) oral traditions and expressions, including language as a vehicle of the intangible cultural heritage.”

In general, abovementioned specialties can be classified as follows:

- Specialties dedicated specifically to ICH: “Applied and decorative arts and folk crafts” and “Instrumental performance and musical art.” The graduates of these specialties transfer knowledge fully related to ICH.
- Specialties strongly related to the areas of ICH: "Social and cultural work and folk art" and “Veterinary medicine.” Alumni of these specialties partially utilize ICH knowledge in further professional work.
- Specialties which include contents related to ICH on a medium level: “Garment manufacture and design.” Graduates of this specialty utilize their knowledge in areas of ICH as required in their professional work.

More detailed information is included in the table below:

TVET Institution	Program	ICH-Relevant Contents			Future ICH-Related Program		Average No. of Graduates per Year
		ICH-Focus	High	Medium	In Process	Interested	
College at the Kazakh National Academy of Arts named after Zhurgenov	<ul style="list-style-type: none"> • Art of metalwork • Art of woodwork • Ceramics • Decorative and applied arts and crafts • Manufacture of musical instruments 	✓				✓	11-15
Almaty College of Decorative and Applied Arts	<ul style="list-style-type: none"> • Art metal working • Art processing of wood • Ceramics 		✓			✓	20-25
College of Construction and Traditional Crafts	<ul style="list-style-type: none"> • Applied art 		✓				20-30
Almaty College of Management and Design	<ul style="list-style-type: none"> • Catering, cooking, traditional cuisine • Sewing of national clothes 			✓		✓	20-30
Almaty College of the Tourism Industry and Hospitality	<ul style="list-style-type: none"> • Catering • Tourism 			✓		✓	20-30
College of Physical Education, Tourism, and Service at Kazakh Academy of Sport and Tourism	<ul style="list-style-type: none"> • Tourism 			✓			15-20
Pedagogical College of Shymkent City	<ul style="list-style-type: none"> • Kazakh folk instruments (dombra, kobyz, kyl-kobyz), • Russian folk instruments artist (leader) 	✓				✓	20-30
South Kazakhstan Higher Pedagogical College	<ul style="list-style-type: none"> • Instrumental performance and musical art • Kazakh folk instruments 	✓				✓	15-20

	(dombra, kobyz, kyl-kobyz)						
	<ul style="list-style-type: none"> Kazakh literature epic heritage Decoratively applied art 						
Pavlodar Pedagogical College	<ul style="list-style-type: none"> Kazakh literature and epic heritage Traditional astronomy 		✓			✓	15-20
Korday Agrarian Technical College	<ul style="list-style-type: none"> Traditional veterinary medicine 		✓			✓	15-20
Humanities College of Astana City	<ul style="list-style-type: none"> Kazakh literature and epic heritage Traditional astronomy 		✓				20-30
Pedagogical College named after M.O. Auezov	<ul style="list-style-type: none"> Kazakh literature and epic heritage Traditional astronomy 		✓				20-25
Taldykorgan Agrarian Technical College	<ul style="list-style-type: none"> Traditional veterinary medicine 		✓				15-20

Kyrgyzstan

In the Kyrgyz Republic, among 108 TVET institutions, 24 are related to ICH and have programs and curricula on traditional crafts reflecting the fifth domain of ICH, "traditional craftsmanship," while other domains are not sufficiently represented. This is mainly connected with the fact that in professional lyceums and colleges students seek an opportunity to get practical skills and specialties that allow them to earn their daily bread. The professions connected with traditional craftsmanship that both include elements of ICH and give students necessary wage-earning skills are the following: carpenter; jeweler; master in leather, wool, wood and metal; seamstress; and embroiderer. The most widespread professions related to ICH are "manufacturer of traditional products" and "manufacturer of external and internal furniture of a *yurt*," both of which are directly related to the field of ICH.

Most lyceums have been operating for more than 10 years. Four lyceums launched the courses related to ICH less than 5 years ago, and one lyceum plans to establish similar programs as there is a rising interest of communities in ICH in educational institutions.

Typically, these programs have a faculty of 5-10 teachers (masters). However, the staff of Professional Lyceum No. 92 named after S. Chokmorov, the largest one in the Kyrgyz Republic, consists of more than 20 teachers and more than 80 graduates annually. It trains students on seven specialties, including the following:

- Manufacturer of art products from leather;
- Manufacturer of art products from wood;
- Manufacturer of national products and souvenirs;
- Manufacturer of national products and fashion designer of garments;
- Jeweler-restorer;
- Jeweler-fashion designer; and
- Artist of a wide profile (including national products).

It is currently opening a new specialty, "Carpet weaving," which has not been taught yet in other lyceums.

Some lyceums contribute to the development of inclusive education. For example, Professional Lyceum No. 87 in Naryn city (Naryn province) conducts a rehabilitation course for the blind, visually impaired, and hearing-impaired people. In this context, the ICH in TVET can be considered as one of the ways to integrate inclusive education into the whole educational system.

Despite lack of accurate definition of ICH in the training programs and curricula, it is reflected in the description of professional competencies. For example, the course "Manufacturing of Art Products from Wood" is characterized as "a profession where skills are gained to impart this ageless knowledge of the Kyrgyz people from generation to generation, to keep and develop this knowledge," which reflects the spirit of ICH in the 2003 Convention.

In general, the Kyrgyz specialties researched can be classified as follows:

- Specialties that solely focus on ICH: "Manufacturer of medicinal herbs," "Manufacturer of national products," "National crafts," and "Manufacturer of artistic products from *chiy* (cane)."
- Specialties that are highly related to the fields of ICH: "Manufacturer of art products from wood," "Manufacturer of art products from leather," "Jeweler," "Manufacturer of artistic products from bone and horns," "The artist - the scribe," and "Embroiderer."
- Specialties that incorporate contents related to ICH at a medium level or minimally compared to the whole curricula: "Cook of national/Oriental cuisine" and "Seamstress."

More detailed information is included in the table below:

TVET Institution	Program	ICH-Relevant Content			Future ICH-Related Program		Average No. of Graduates per Year
		ICH-Focus	High	Medium	In Process	Interested	
Professional Lyceum No. 45 named after T. Toktonaliev	<ul style="list-style-type: none"> • Manufacturer of external and internal equipment of yurt 	✓				✓	21-30
Professional Lyceum No. 10	<ul style="list-style-type: none"> • Cook of ethnic and foreign cuisine 			✓		✓	-
Professional Lyceum No. 20	<ul style="list-style-type: none"> • Collector of medicinal plants 	✓					16-20
Professional Lyceum No. 92 named after S. Chokmorov	<ul style="list-style-type: none"> • Embroiderer of traditional clothes • Manufacturer of art wood products • Manufacturer of art leather products • Jeweler • Manufacturer of art products of bones and horns • Artist of painted things • Manufacturer of art products of <i>chiy</i> – the reed 		✓			✓	more than 80
Professional Lyceum No. 17	<ul style="list-style-type: none"> • Embroiderer • Manufacturer of traditional patchwork carpet 		✓			✓	21-30
Professional Lyceum No. 110	<ul style="list-style-type: none"> • Collector of leather, wool • Manufacturer of traditional products 		✓				6-10
Tokmok Industrial and Pedagogical College	<ul style="list-style-type: none"> • Manufacturer of art products of <i>chiy</i> – the reed 	✓				✓	21-30
Professional Lyceum No. 47	<ul style="list-style-type: none"> • Traditional crafts • Manufacturer of art products of <i>chiy</i> – the reed 	✓				✓	6-10
Professional Lyceum No. 30	<ul style="list-style-type: none"> • Manufacturer of traditional things 	✓				✓	21-30

Professional Lyceum No. 87	<ul style="list-style-type: none"> • Manufacturer of external and internal equipment of yurt • Manufacturer of leather products 	✓	✓			✓	11-15
Professional Lyceum No. 42	<ul style="list-style-type: none"> • Manufacturer of traditional things -willow-weaving 		✓		✓		21-30
Professional Lyceum No. 59	<ul style="list-style-type: none"> • Manufacturer of traditional things 	✓					6-10

However, one of the obvious tendencies is the decrease of students entering into TVET institutions for the programs related to ICH. This can be explained by several reasons:

- There is a continuous family tradition of transferring traditional knowledge from generation to generation, from mothers to daughters, from fathers to sons.
- A lot of private schools and workshop studios offer the same programs but for a shorter period of study (1-3 months), which is less expensive and less time-consuming.
- Many young people are trained by individual practitioners (*usta-shakirt*) directly in the process of manufacturing, which is accompanied by the real connection between a master and his/her disciples. In this communication, profound traditional knowledge is being imparted as well.

Thus, on one hand, some lyceums are struggling for students, while, on the other hand, a lot of potential students are trained in communities, directly in the field of ICH, which is completely in the spirit of the 2003 Convention.

Uzbekistan

The Republic of Uzbekistan adopted the National Program for the Protection of ICH, which was proposed for the decade from 2010-2020.¹¹ In this document, a whole section covering 13 aspects is devoted to ICH-related advanced and tailored training. A systematic approach is applied to implement the above components of the National Program related to ICH. According to the curriculum approved by the Ministry of Higher and Specialized Secondary Education of Uzbekistan, 20 mandatory general academic courses were introduced in all colleges and lyceums.¹²

Since 2014, in Uzbekistan, grant giving process has been introduced for projects related to ICH. In particular, the following two grants programs were performed to introduce ICH into the education system:

1. "The development of the system for preservation of intangible cultural heritage among the students" (2014-2015);
2. "Introducing the domain "Knowledge and practices concerning nature and the universe" in the education system" (2015-2017).

Currently, doctoral students and independent researchers are working on the problem of introducing ICH into the education system.

In Uzbekistan, special colleges and lyceums are currently functioning in secondary specialized vocational education, through which personnel are trained for various specializations related to ICH. In specialized lyceums at universities and pedagogical institutions, oral folk art is studied comprehensively, which reflects the domain of ICH focused on "Oral traditions and forms of expression." In the Republic, there are also a large number of colleges and lyceums associated with the performing arts. The majority of those are the secondary specialized musical institutions.

¹¹ Republic of Uzbekistan, "National Program for the Protection of ICH," 2010, Accessed from <http://lex.uz/docs/1688222>.

¹² Republic of Uzbekistan, "General Mandatory and Special Education, Vocational and Vocational Training in the State," Accessed from <http://lex.uz/docs/3153714>.

In the systems of the Ministry of Culture, the Ministry of Public Education, and the Academy of Arts of Uzbekistan, colleges, lyceums, and boarding schools associated with music, dance, and entertainment, as well as folk crafts and applied arts, are also presented. For example, under the Ministry of Culture 24 such educational institutions operate successfully:

- one institution specializing in choreography and folk dance (Republican Specialized Boarding School of Choreography);
- one institution of entertainment art (Republican Specialized School of Variety and Circus);
- four specialized music institutions;
- five specialized schools of culture; and
- 13 specialized schools of art.

In the aforementioned educational institutions, students comprehensively study the ICH domain of “Performing Art.”

Among TVET institutions, five colleges of culture are closely linked to folk art and training for amateur performances. For example, in the College of Culture in Tashkent city, students have been trained in 11 specializations. In the next two years they are going to work in the following 10 specialties:

- Designer of cultural events;
- Head of an amateur ensemble;
- Head of a folk-ethnographic team;
- Teacher of musical and theoretical disciplines;
- Entertainer;
- Drama theater actor;
- Director of mass holidays and theatrical performances;
- Librarian of the Information and Science Center;
- Artist of folk instruments; and
- Head of an ensemble (orchestra) of folk instruments.

In general, the researched specialties can be classified as follows:

- Specialties that fully reflect ICH include 11 out of the 16 specialties (such as “Head of a folklore and ethnographic team” and “Artist of folk instruments”).
- Specialties partially covering ICH: “Head of an amateur ensemble,” “Director of mass holidays and theatrical performances,” “Performer of folk instruments,” and “Head of an ensemble (orchestra) of folk instruments.”
- Specialties that have some courses related to ICH: “Artist-designer of cultural events,” “Teacher of musical-theoretical disciplines,” “Variety artist,” and “Librarian of the information and education center.”

More detailed information is included in the table below:

TVET Institute	Program	ICH-Relevant Content			Future ICH-Related Program		Average No. of Graduates per Year
		ICH-Focus	High	Medium	In Process	Interested	
Republican Specialized Estrade-Circus School	• Circus art			✓	✓		15
Republican Specialized Choreographic Boarding School at the Tashkent Higher School of Folk Dance and Choreography	• National dancing		✓		✓		25
Republican Specialized Music Academic Lyceum named after “Gliere”	• Traditional singing			✓	✓		20
Tashkent Specialized School of Culture	• Head of folklore and		✓		✓		30

	ethnographic collectives						
	• Traditional song and instrumental performance			✓	✓		25
	• Head of folk theater groups • Head of the national puppet theaters		✓		✓		25
Nukus Specialized School of Culture and Arts	• Head of folklore and ethnographic collectives		✓		✓		30
	• Stunning art		✓		✓		10
	• Traditional singing			✓	✓		25
	• Traditional instrumental performance	✓			✓		25
Samarkand Specialized School of Arts	• Folk instruments			✓	✓		25
Namangan Specialized School of Arts	• Traditional instrumental performance	✓			✓		25
Republican Specialized School of Arts	• Artistic lacquer miniature			✓	✓		25
	• Artistic sewing		✓		✓		25
Republican Specialized School of Design	• Woodcarving		✓		✓		25
	• Manufacture of jewelry		✓		✓		25
	• Goldsmith		✓		✓		25
	• Embroidery		✓		✓		25
	• Production of carpets and tapestries			✓	✓		20
Republican Specialized School of Arts	• Artistic sewing		✓		✓		15
Uchtepa Artisan College	• Jewelry making master		✓		✓		25
Parkent College of Pedagogy and Economics	• Organizer of extracurricular activities			✓	✓		50
Tashkent College of Tourism	• Cook		✓		✓		50

Tajikistan

According to 2016 statistics, there are 61 initial and professional education institutions under the Ministry of Labour, Migration and Employment of the Republic of Tajikistan (11 in Dushanbe, 17 in Khatlon region, 22 in Sughd region, 10 in the territories governed from the center [Republican significance], and one in Gorno-Badakhshan Autonomous Region). Presently, initial and professional educational institutions train specialists in 14 fields with 96 specialties, out of which 18 specialties are linked with ICH. The following traditional craftsmanship courses are in high demand: tailoring, embroidery, weaving, and carpentry. Further, courses are offered in woodcarving, rug weaving, beekeeping, modeled work, gold embroidery, pastry chef skills, etc. Also, rare types of craftsmanship are taught in particular institutions, such as traditional knife and pottery production (College of National Crafts of Istaravshan), shoemaking (Professionally Specialized Lyceum for the Disabled People in Dushanbe), and tile production (Professional Lyceum of Istaravshan city).

The most widespread specialty in the system of professional training is manual sewing of garments, which mainly attracts girls. 48 TVET institutions train in sewing. Carpentry is introduced in 12 institutions, rug weaving in seven, and the specialty of the pastry chef in six lyceums and colleges.

In the majority of the professional training institutions, there are short-term courses in a variety of specialties, including the crafts connected with ICH. The duration of such courses is usually varying from one to three months, and after completion students get certificates.

Currently, some traditional crafts have been modified, modern electric tools are being used, and new styles of ornaments and design are being introduced.

In general, the researched specialties can be classified as follows:

- Specialties that focus on ICH: “The art of ornaments (painting),” “Art pottery (modelled work),” “Art processing of wood (production of sculptures and souvenirs from trees),” “Art products made from metal (production of knives, jewelry),” “Art products from cotton and weaver’s craft,” “Embroidery,” “Rug weaving,” “Weaving of cotton or an *adras*,” and “Production and design of the national garment.”

More detailed information is included in the table below:

TVET Institute	Program	ICH-Relevant Content			Future ICH-Related Program		Average No. of Graduates per Year
		ICH-Focus	High	Medium	In Process	Interested	
Professional Lyceum of Service and Tourism (Dushanbe city)	<ul style="list-style-type: none"> • Pastry chef 			✓		✓	20-30
Sewing Professional Lyceum (Dushanbe city)	<ul style="list-style-type: none"> • Seamstress • Gold seamstress • Weaving • Embroidery 		✓			✓	30-50
Musical School named after Z. Shakhidi (Dushanbe city)	<ul style="list-style-type: none"> • Instrumental performance 		✓				20-30
Republican College of Culture named after Buidokov (Dushanbe city)	<ul style="list-style-type: none"> • Organizer of social and cultural activity 			✓		✓	15-20
Constructional Professional-Technical Lyceum (Dushanbe city)	<ul style="list-style-type: none"> • Wood carving 		✓			✓	15-20
Professional Lyceum of Service (Khudzhand city)	<ul style="list-style-type: none"> • Seamstress • Gold seamstress 		✓				-
College of Traditional Crafts (Istaravshan city)	<ul style="list-style-type: none"> • Weaving <i>adras</i> • Embroidery • Gold embroiderer • Carpet maker • Wood carving • Pottery • Decorative painting • Making a knife • Jewelry Art 	✓				✓	50-80
Professional-Technical College of Zafarabad District	<ul style="list-style-type: none"> • Seamstress 			✓		✓	-

Generally, all domains of ICH – “(a) general oral traditions and expressions, including language as a vehicle of the intangible cultural heritage, (b) performing arts, (c) social practices, rituals and festive events, (d) knowledge and practices concerning nature and the universe, (e) traditional craftsmanship” – are to different extents reflected in TVET programs, specialties or courses in the four Central Asian countries.

Moreover, all TVET programs related to ICH in Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan have internship opportunities (*praktika*) that allow students to meet with craftsmen, to observe technological processes, and to be involved personally in the creative process. The internship (*praktika*) is an indispensable part of the training of professional craftsmen, equipping them with practical skills through on-job training. The internship is usually conducted in accordance with the curricula and area of specialty by practitioners, craftsmen, and experts. This experience gives

students the opportunity to gain new production tools and techniques as well as the specific technology related to their chosen specialty that strengthens their professional skills and abilities.

Challenges

Despite the high potential of the ICH-related specialties, programs, and courses in TVET institutions, the following challenges remain unaddressed:

- All programs and courses mainly reflect the ICH of so-called titular nations of the given countries (Kazakh, Kyrgyz, Tajik, and Uzbek people). The ICH of ethnic minorities is not sufficiently represented in the curricula of the TVET institutions.
- Lack of understanding of the concept of ICH and the 2003 Convention does not allow teachers and students to benefit from existing global learning resources and practices.
- Lack of academic and methodological literature affects the quality of teaching of ICH in TVET.
- Only specialties that affect further employability of the students are represented, while some elements of traditional knowledge and skills are about to disappear.

There is one more challenge that should be seriously considered in the process of the ICH integration to TVET. As TVET is entirely concentrated on developing practical skills and giving training on specific professions that are required by the labor market, integration of ICH to TVET is to be carefully elaborated in order to avoid commercialization of the ICH itself. Commercialization of ICH can lead to simplification of some techniques and technologies, stylization of products, usage of non-appropriate materials, and so on, all of which can result in the deterioration and deformation of the ICH's spirit.

IV. Opportunities and Future Interests in Developing ICH-Related Programs

Interests in the Development of ICH-Related Programs

All educational institutions in the survey indicated that they were interested in developing ICH-related programs and courses. Alongside this interest, they have expressed problems that they have to solve in order to promote such programs and courses:

- To get highly qualified specialists in the fields of education and culture;
- To build a close connection with communities;
- To have advanced modern equipment and technologies to train students;
- To have good marketing monitoring to identify what is needed in the labor market;
- To create national or regional network to share knowledge, skills, and experience; and
- To develop joint ICH programs and courses.

Institutional memory is another challenge expressed in lack of methodological handbooks, manuals, and textbooks explaining what ICH is and how to integrate it into the TVET programs and courses. It requires the engagement of highly-qualified specialists working in this field with knowledge of ICH and of the Convention and with practical skills and academic abilities, as well as requiring communities to share their knowledge and experience. Therefore, engagement of local experts, educational academies, and scientific centers in the process of designing ICH-related programs and courses is crucial.

Resources in Need

Some TVET institutions are sufficiently equipped with lecturers and resource persons, while others do not have relevant infrastructure. Most curricula allow to organize field activities and engage with communities, but the efficiency of these activities and communication are still issues. Some respondents already have a good relationship with communities, though. Other specified needs are stable financial support and technical assistance, training for staff and partnerships with regional institutions and organizations.

Some institutions have obvious links with the market needs and demands, alongside those who do not have enough students to work effectively. Considering the more or less available resources, many respondents emphasize the necessity of strengthening ICH programs through learning materials, modern equipment, new technologies, on-the-job training, student mobility, exchange of teachers, and effective partnerships with communities.

One of the key issues is to develop learning materials on ICH as well as pedagogical tools to integrate its concepts and practical recommendations in relevant programs. Given the limited use of UNESCO's capacity-strengthening training materials devised by the ICH experts in their specialties, it may be useful to promote the materials that have synthesized knowledge and practical recommendations.

The following needs have been repeatedly underlined:

- Highly-qualified specialists and teachers of various disciplines related to ICH;
- Financial and technical support (workshops and equipment for students and teachers to develop professional skills);
- Academic literature on ICH and tangible cultural heritage (handbooks, manuals, textbooks, guidance) as well as on the 2003 Convention;
- Resources for fieldwork/internship/practice (venue, materials, equipment);
- Online platform and/or face-to-face discussion platform for communication and interaction;
- Involvement of communities and local and national authorities such as Ministries of Education, Labor, and Culture with civil society institutions and business organizations to develop effective curricula.

Despite the fact that not all institutions are members of a cultural network or association, they feel a special need for networking. However, they recognize that some institutions need offline networks due to the lack of technical and informational means or remote location.

V. Exploring Networking Opportunities

In all target countries, the national associations or networks among TVET remain underdeveloped. The reasons behind this are the following: remote areas, lack of technical and informational infrastructure to maintain such networks; and colleges having more or less the same programs and courses based on countries' curricula and not seeing clearly how they can benefit from networking. Nevertheless, there is a need to create national and regional networks to boost exchange of experience, knowledge, and skills related to ICH and to start developing necessary teaching books, manuals, programs, etc. for teachers and students of TVET.

Technical and vocational institutions in target countries do not have any special status in national and international cultural organizations. This situation is very typical for the post-Soviet space, where, due to historical inertia, TVET have not been recognized as prestigious educational institutions. This attitude is slowly changing among the public, but TVET systems require comprehensive support from the governments.

National Associations or Networks

Even though not all target countries' TVET institutions related to ICH have national or regional networks, many trainers are members of professional associations that work in the field of ICH, such as the following:

- An informal association of tightrope dancers of Uzbekistan;
- Association "O'zbekiston doirachilari jamoat birlashmasi" (Public Association of Doira Players of Uzbekistan);
- Association of Craftsmen of Kazakhstan;
- Central Asian Crafts Support Association (CACSA);

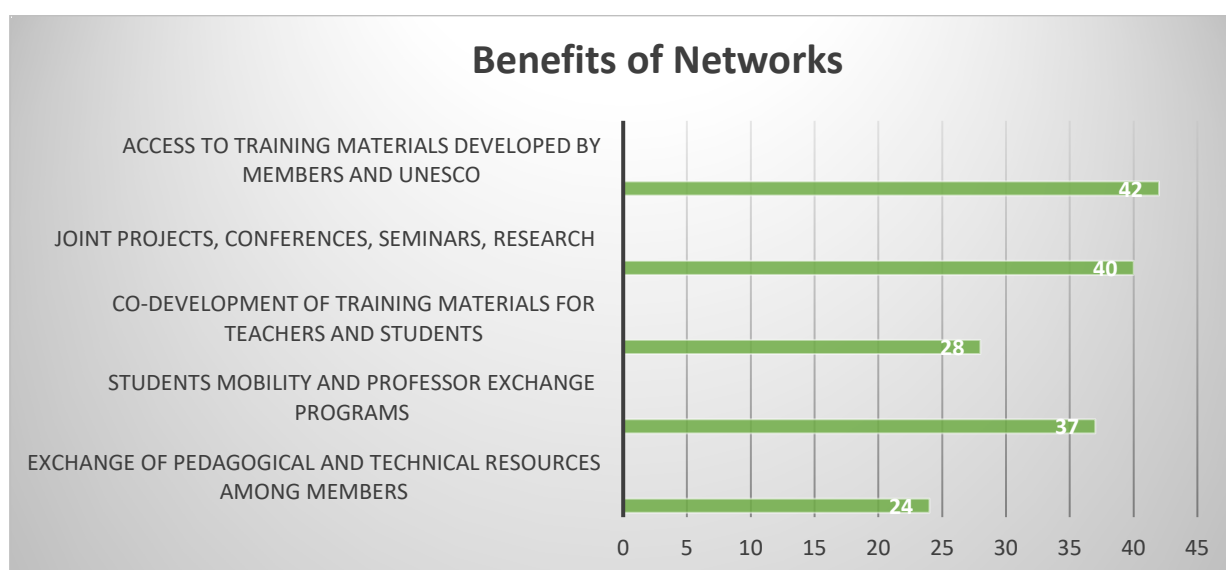
- Council for the Historical and Cultural Expertise of the ICH at the Republican Scientific and Methodological Center;
- Council of Folklore at the Republican Scientific and Methodological Center;
- International Charity Fund "Oltin Meros" (Golden heritage) and its regional departments;
- National Association of Business Women of Tajikistan;
- National Association of Craftsmen of Tajikistan;
- Republican Association "Hunarmand" (Craftsman) and its regional departments;
- Union of Artists of the Kyrgyz Republic;
- Union of Composers of the Kyrgyz Republic;
- Union of Craftsmen of the Kyrgyz Republic;
- Union of Jewelers of the Kyrgyz Republic.

Benefits of and Contributions to a Regional Network among TVET (Education Institutions) in the Central Asian Region for ICH

TVET administrators and teachers recognize benefits of the national, regional, and international network for their development. By creating a network among TVET institutions in the Central Asian region, the following results can be achieved:

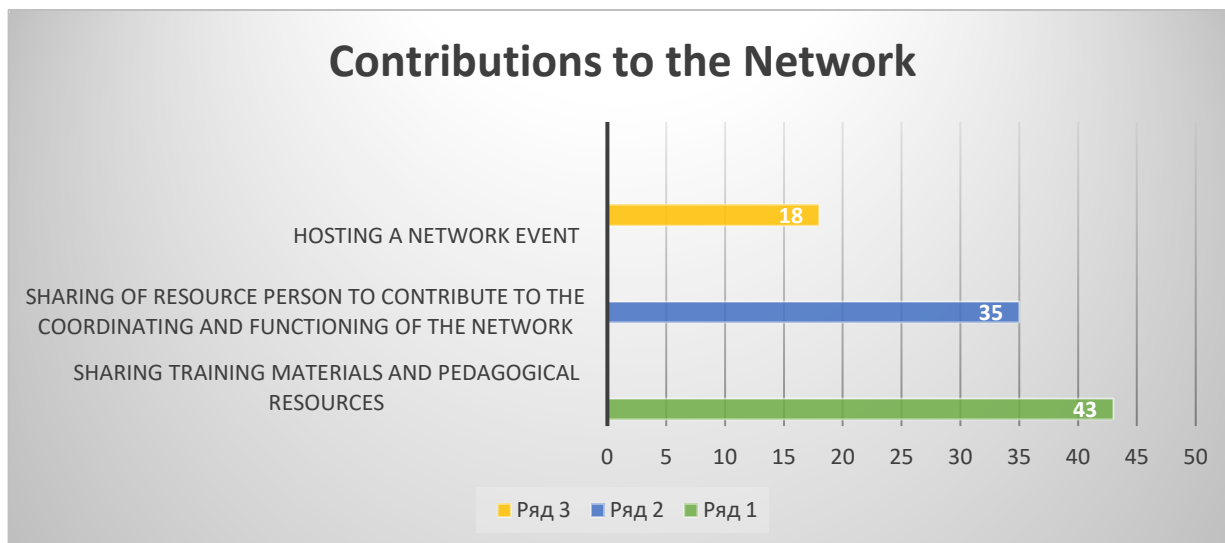
- information sharing related to new fields of ICH in given countries;
- mutual enrichment and development of educational literature, manuals, handbooks, and guidance;
- establishment of direct links between educational institutions;
- designing general strategies for the implementation of ICH in the educational process;
- possibility of sharing content related to ICH;
- if necessary, organizing and holding online conferences and online lessons;
- development of student mobility programs and fellowships for teachers; and
- stimulating interest of the public to attract more students to courses/programs related to ICH.

Since the system of TVET is under control of the state institutions, establishing the regional network for ICH should be in coordination with the Ministries of Education and Science, Ministries of Culture, and the respective National Committee for Preservation of ICH. It is equally important to engage professional unions linked with ICH to this network.



Contributions to the Network

The survey also explored possible participant contributions and inputs for the networks. Many institutions are willing and ready to assign a resource person for coordination and operation of the network. Several expressed an interest in sharing training materials and pedagogical resources, publishing materials, and offering student exchange scholarships, as well as hosting network events.



VI. Conclusion and Recommendations

Conclusion

The survey shows that in all given countries ICH is incorporated into TVET programs at different levels. The common challenges for them are the following:

- Lack of clear understanding of ICH and the 2003 Convention by the teachers of TVET and many local experts in the field of education and culture as well.
- Lack of professional teachers in various disciplines related to ICH who are able to transmit the system of values alongside with practical skills and experience.
- Insufficiency or lack of financial and technical support (lack of workshops and equipment for students and teachers). The system of TVET, due to historical inertia, does not have social prestige and recognition. That is why governments of Central Asian countries do not spare enough funding for the development of this educational sector. In spite of some attention paid by international organizations to TVET like GIZ (German Society for International Cooperation), ETF (European Training Foundation), ADB (Asian Development Bank), and others, this sector has not become sustainable yet. Apart from a lack of financial support, pedagogical staff of TVET in all given countries need to be trained on ICH and its relationship with education.
- Lack of national, regional, and international networks of TVET institutions, conditioned by a limited understanding of their potential benefits.
- Disproportional specialties and courses related to different domains of the ICH. For example, there is a need to develop the area of customs, rituals, and celebrations, as well as to develop the area of knowledge and customs related to nature and the universe.

In general, all TVET institutions are open for cooperation and exchange of available resources, especially teaching staff and curricula, as well as setting up voluntary associations (unions) both nationally and regionally. On the other hand, traditional knowledge and skills in all these countries are imparted from one generation to another on a daily basis, from craftsmen to their disciples, from parents to children.

Recommendations

There are a number of gaps in our knowledge around TVET and its linkages with ICH in research

that follow from our findings and that would benefit from further research, including realistic evaluation of the following additional factors summarized below.

For the governmental institutions (the Government, the Ministry of Education, Ministry of Culture, Ministry of Labor):

1. Since TVET institutions are centrally coordinated and controlled by the ministries of education and/or ministries of culture, there is a specific need to develop a national program/strategy to integrate ICH into the TVET curricula (currently, only Uzbekistan has adopted such a program). Specifically, this requires development of policies, procedures, and action plans to make this integration smooth and effective.
2. TVET institutions are aimed at equipping students with practical skills matching needs and requirements of the labor market. In this regard, the Ministries of Labor are to be invited to develop the national program/strategy.
3. An adequate ICH Monitoring and Evaluation system is needed for tracking progress in the TVET system for further relevant corrections/adjustments. Official bodies like Ministries of Culture, Ministries of Education, Ministries of Labor are to be involved in all stages of this work.

For governmental bodies and civil institutions (the Government, Ministry of Education, Ministry of Culture, Ministry of Labor, scientific centers/institutions, NGOs, business companies):

1. The TVET system, with its linkages to ICH, should be placed in a broader national development perspective and reviewed as a whole infrastructure with relevant policies, processes, and tools that balance between preserving ICH and creating demand. At the moment, most of the ICH is mainly tourist-oriented and is therefore very limited, thus affecting demand for such training. Development and preservation of ICH are closely linked to employability and to what extent those who mastered these skills would have chances for further employment. Solutions for the above problems may be networking and partnerships with employers, consumer needs analysis and further adjustments, a price policy to make products affordable for local/regional consumers, market and marketing analysis for policy making, and designing adjusted training programs. Increased demand could also affect the prestige and status of TVETs.
2. Lack of raw materials of the same quality to preserve unique techniques and tools and modernization are all affecting initial unique design. In this sense, governmental institutions, in partnership with civil institutions, have to develop a sustainable mechanism to protect ICH from commercialization.

For upgraded educational institutions (*povyshenie kvalifikatsii*):

1. The issue of professional HR should be comprehensively addressed. Most skilled crafters live in remote areas where disciples do not want to go, most knowledge and skills are lost if there are no heirs willing to take them forward, and there is a lack of initiatives for regional, south-south cooperation types as well as in-country for sharing knowledge and skills. In this regard, systematic training for teachers of TVET should be developed.
2. Upgraded training courses for teachers to explain how to work with ICH and how to integrate ICH into educational programs in TVET are to be organized on a regular basis.
3. Development of methodological literature on ICH is necessary (books, handbooks, manuals, guidance for teachers and students). This work should be done in cooperation with practitioners, national and regional experts in culture and education, and ministries of education and culture.
4. ICH is well reflected in non-formal education institutions that are in the spirit of the Convention. However, best practices of non-formal education institutions can be borrowed and successfully used by TVET institutions.

For developing the national and regional networks:

1. Identify potential network members and key stakeholders (NGOs, scientific centers, higher education institutions) that are experienced in building networks for ICH and are able to share this experience with TVET institutions.
2. Organize a regional meeting to gather input and specific recommendations from potential network members for the development and implementation of the network.
3. Prioritize networking activities based on high demand and readily available resources of the respondents.
4. Develop an online platform to promote networking among TVET institutions as well as an offline platform for TVET institutions located in remote areas.
5. Establish working teams of member institutions to coordinate and run the network.
6. Gather and share pedagogical and technical resources on ICH.
7. Encourage members' support to publish materials devised within the framework of the network.
8. Create a database of formal and informal institutions related to ICH and provide all stakeholders with open access to this database.

Annex 1. List of Participating TVET Institutions

Kazakhstan

1. College at the Kazakh National Academy of Arts named after Zhurgenov (Almaty city)
2. Almaty College of Decorative and Applied Arts (Almaty city)
3. College of Construction and Traditional Crafts (Almaty city)
4. Shymkent Pedagogical College (Shymkent city)
5. Taldykorgan Agronomical College (Taldykorgan city)
6. Pavlodar Pedagogical College (Pavlodar city)
7. Korday Agronomical College
8. Astana College of Humanities (Astana city)
9. South Kazakhstan Higher Pedagogical College (Shymkent city)
10. Almaty College of Management and Design (Almaty city)
11. Pedagogical College named after M.O. Auezov (Semey)
12. Almaty College of Tourism Industry and Hospitality
13. College of Physical Education, Tourism, and Service at Kazakh Academy of Sport and Tourism (Almaty city)

Kyrgyzstan

1. Professional Lyceum No 20, Bishkek city
2. Professional Lyceum No 92, Bishkek city
3. Professional Lyceum No 10, Bishkek city
4. Tokmok Industrial and Pedagogical College, Tokmok city (Chui province)
5. Professional Lyceum No. 30, Dostuk town (Naryn province)
6. Professional Lyceum No. 87, Naryn city (Naryn province)
7. Professional Lyceum No 42, Temir town (Issyk-Kul province)
8. Professional Lyceum No 45 named after T. Toktonaliev, Toguz-Toro region, Kazarman village, Jalal-Abad province
9. Professional Lyceum No 47, Baitik town (Chui province)
10. Professional Lyceum No 110, Ak-Sai town (Talas province)
11. Professional Lyceum No 59, Joosh town (Osh province)
12. Kyrgyz State Art Lyceum named after Chuikov (Bishkek city)

Uzbekistan

1. Republican Specialized Estrade-circus school
2. Republican Specialized Choreographic Boarding School at the Tashkent Higher School of Folk Dance and Choreography
3. Republican Specialized Music Academic Lyceum named after "Gliere"
4. Nukus Specialized School of Culture and Arts
5. Tashkent Specialized School of Culture (Tashkent city)
6. Samarkand Specialized School of Arts (Samarkand city)
7. Namangan Specialized School of Arts (Namangan city)
8. Republican Specialized School of Design
9. Republican Specialized School of Arts (Tashkent city)
10. Gulistan Art College (Sirdarya region)
11. Bukhara Specialized Boarding School of Culture (Bukhara region)
12. Navoi Specialized School of Art (Navoi region)
13. Republican Specialized Boarding School for Arts
14. Uchtepa Artisan College
15. Tashkent College of Tourism (Tashkent city)
16. Parkent College of Pedagogy and Economics (Tashkent city)

Tajikistan

1. Professional Lyceum of Service and Tourism of Dushanbe
2. Technical training college of Zafarabadsky district
3. College of National Crafts of Istaravshan
4. Sewing professional lyceum of Dushanbe
5. The Musical School named after Z. Shakhidi
6. Professional Lyceum of Service of the city of Khudzhand
7. Republican College of Culture named after Buidokov
8. Construction professional Lyceum of the city of Dushanbe

Annex 2. List of TVET Institutions Related to ICH

Kazakhstan

	Name	Location	Specialties
1.	Mangistau College of Humanities	Mangistau region, Aktau city	Kazakh literature and epic heritage
2.	Mangistau College of Art	Aktau city	<ul style="list-style-type: none"> Instrumental performance and musical art; Kazakh folk musical instruments (dombra, kobyz, kyl-kobyz)
3.	Beineu College of Humanities and Economics	Mangistau region, Beineu district	Kazakh literature and epic heritage
4.	Tupkaragan College of Humanities and Technology	Mangistau region	Kazakh literature and epic heritage
5.	Kainar College	Aktau	Kazakh literature and epic heritage
6.	College of Kazakhstan modern academy "Bolashak"	Aktau	Kazakh literature and epic heritage
7.	College of Pedagogy and Industry Technologies "Caspian"	Mangistau region Zhanaozen city	Kazakh literature and epic heritage
8.	Kyzylorda College of Music named after Kazangap	Kyzylorda	<ul style="list-style-type: none"> Instrumental performance and musical art; Kazakh folk instruments (dombra, kobyz, kyl-kobyz)
9.	Kazakh College of Humanities, Law, and Technology	Kyzylorda	Kazakh literature and epic heritage
10.	Kyzylorda College of Humanities and Economics	Kyzylorda	Kazakh literature and epic heritage
11.	Kyzylorda Multidisciplinary College of Humanities and Technology	Kyzylorda	Kazakh literature and epic heritage
12.	Kazalinsk College of Humanities and Industry	Kyzylorda Region	Kazakh literature and epic heritage
13.	Kazalinsk College of Humanities and Technology	Kyzylorda Region Kazalinsk district	Kazakh literature and epic heritage
14.	Kyzylorda multidisciplinary college	Kyzylorda city	Kazakh literature and epic heritage
15.	Mangistau College of Humanities	Aktau city	Kazakh literature and epic heritage
16.	J. Dosmukhamedov Pedagogical College.	Uralsk city	<ul style="list-style-type: none"> Kazakh literature and epic heritage; Tourism
17.	Ural College of Humanities and Technology	Uralsk city	Kazakh literature and epic heritage
18.	Ural Multiprofile College "Bolashak"	Uralsk city	Kazakh literature and epic heritage
19.	Mangistau College of Humanities	Aktau city	Kazakh literature and epic heritage
20.	O.Tansykbayev Almaty College of Decorative and Applied Arts	Almaty city	<ul style="list-style-type: none"> Artistic metal processing Artistic wood processing Ceramics
21.	Kurmangazy Musical College	Uralsk city	<ul style="list-style-type: none"> Instrumental performance and musical art; Kazakh folk instruments (dombra, kobyz, kyl-kobyz)
22.	College affiliated with Zhurgenov Kazakh National Institute of Arts	Almaty city	<ul style="list-style-type: none"> Art of metalwork; Art of woodwork; Ceramics; Decorative and applied arts and crafts, manufacture of musical instruments.
23.	Almaty College of Construction and Folk Crafts	Almaty city	<ul style="list-style-type: none"> Decorative and applied arts and crafts; Manufacture of musical instruments.
24.	College of Tourism and Hospitality Industry	Almaty city	Catering, cooking, traditional cuisine
25.	Almaty College of Management and Service	Almaty city	Catering, cooking, traditional cuisine

26.	College of public catering and service	Astana	Catering, cooking, traditional cuisine
27.	Mugalzhar College of Humanities and Technology	Aktobe region	Kazakh literature and epic heritage
28.	Agrotechnical college No. 5	Akmola region	Catering, cooking, traditional cuisine
29.	Agrotechnical college No. 9	Akmola region	Catering, cooking, traditional cuisine
30.	Agrotechnical college No.11	Akmola region	Catering, cooking, traditional cuisine
31.	College of Agriculture	Akmola region	Traditional Veterinary Medicine
32.	Agrotechnical college No.2	Akmola region	Catering, cooking, traditional cuisine
33.	Agrotechnical college No.3	Akmola region	Catering, cooking, traditional cuisine
34.	Agrotechnical college No.4	Akmola region	Catering, cooking, traditional cuisine
35.	Agrotechnical college No.6	Akmola region	Catering, cooking, traditional cuisine
36.	Agrotechnical college No.7	Akmola region	Catering, cooking, traditional cuisine
37.	Industrial and Technical College No.2	Akmola region	Catering, cooking, traditional cuisine
38.	College of Agriculture	Akmola region	<ul style="list-style-type: none"> • Catering, cooking, traditional cuisine; • Folk Veterinary Medicine
39.	J. Musin Pedagogical College	Akmola region Kokshetau city	<ul style="list-style-type: none"> • Musical education, playing on folk instruments, • Instrumental performance, • artist (leader) of the orchestra of folk instruments, ensemble
40.	Birzhan-Sal Music College	Akmola region Kokshetau city	<ul style="list-style-type: none"> • Instrumental performance and musical art; • Kazakh folk instruments (dombra, kobyz, kyl-kobyz)
41.	Acan Sere College of Culture	Akmola region Kokshetau city	<ul style="list-style-type: none"> • Instrumental performance and musical art; • Kazakh folk instruments (dombra, kobyz, kyl-kobyz)
42.	Pedagogical College	Akmola region	<ul style="list-style-type: none"> • Instrumental performance and musical art; • Kazakh folk instruments (dombra, kobyz, kyl-kobyz); • Russian folk instruments artist (leader) of the orchestra of folk instruments, ensemble
43.	A. Zhubanov Aktyubinsk College of Music	Aktyubinsk	<ul style="list-style-type: none"> • Instrumental performance and musical art; • Kazakh folk instruments (dombra, kobyz, kyl-kobyz), • Russian folk instruments, artist (leader) of the orchestra of folk instruments, ensemble
44.	Aktyubinsk College of Service	Aktyubinsk region	Catering, cooking, traditional cuisine
45.	Kostanay Vocational and Technical College	Kostanay Region	Catering, cooking, traditional cuisine
46.	South Kazakhstan Higher Pedagogical College	Shymkent city	<ul style="list-style-type: none"> • Instrumental performance and musical art; • Kazakh folk instruments (dombra, kobyz, kyl-kobyz) • Kazakh literature epic heritage; • Decoratively applied art
47.	K. Baiseitova Taldykorgan Music College	Taldykorgan city	<ul style="list-style-type: none"> • Instrumental performance and musical art; • Kazakh folk instruments (dombra, kobyz, kyl-kobyz)
48.	College of Service and Technology	Taldykorgan city	Catering, cooking, traditional cuisine
49.	Almaty Regional College of Innovative Technologies in the Field of Service and Nutrition	Almaty city	Catering, cooking, traditional cuisine
50.	Bastobinsk Service College	Almaty region	Catering, cooking, traditional cuisine
51.	Zharkent Multidisciplinary College	Almaty region	Catering, cooking, traditional cuisine

52.	Atyrau College of Service	Atyrau city	Catering, cooking, traditional cuisine
53.	Atyrau Music College "Academy of Folk Music named after D. Nurpeysova"	Atyrau city	<ul style="list-style-type: none"> Instrumental performance and musical art; Kazakh folk instruments (dombra, kobyz, kyl-kobyz)
54.	East Kazakhstan School of Arts named after the People's Artist of the Abdullin brothers	Ust-Kamenogorsk city	<ul style="list-style-type: none"> Instrumental performance and musical art; Kazakh folk instruments (dombra, kobyz, kyl-kobyz)
55.	Kazakh-Korean College "Kwanson"	Ust-Kamenogorsk city	Catering, cooking, traditional cuisine
56.	Kumash Nurgaliyev College	Ust-Kamenogorsk	Catering, cooking, traditional cuisine
57.	Musical College named after M.Tulebayev	Semey city	<ul style="list-style-type: none"> Instrumental performance and musical art; Kazakh folk instruments (dombra, kobyz, kyl-kobyz)
58.	Multidisciplinary College of Professional Training of Karasai District	Almaty region	Catering, cooking, traditional cuisine
59.	Talgar Polytechnic College	Almaty region	Catering, cooking, traditional cuisine
60.	Alakol Humanitarian Technical College	Almaty region	Catering, cooking, traditional cuisine
61.	Uzynagash professional college named after Zhambyl	Almaty region	Catering, cooking, traditional cuisine
62.	Shelek Polytechnic College	Almaty region	Catering, cooking, traditional cuisine
63.	Bakanas agrarian-industrial college	Almaty region	Catering, cooking, traditional cuisine
64.	Kaskelen Vocational and Technical College named after Sanjar Zhandosov	Almaty region	Catering, cooking, traditional cuisine
65.	Kapal Vocational and Technical College	Almaty region	Catering, cooking, traditional cuisine
66.	Almaty Regional College of Innovative Technologies in the Field of Service and Nutrition	Almaty region	Catering, cooking, national cuisine
67.	Bastobe Service College	Almaty region	Catering, cooking, traditional cuisine
68.	Zharkent multidisciplinary college	Almaty region	Catering, cooking, traditional cuisine
69.	Kapshagai multidisciplinary college	Almaty region	Catering, cooking, traditional cuisine
70.	Koksu Polytechnic College	Almaty region	Catering, cooking, traditional cuisine
71.	Kolsai Vocational and Technical College	Almaty region	Catering, cooking, traditional cuisine
72.	Almaty Economic College	Almaty region	Catering, cooking, traditional cuisine
73.	Esik College of Humanities and Economics	Almaty region	<ul style="list-style-type: none"> Kazakh folk instruments (dombra, kobyz, kyl-kobyz); artist (leader) of the folk instruments orchestra.
74.	Taldykorgan Agro-Technical College	Almaty region	Catering, cooking, traditional cuisine
75.	Kulan Agricultural College	Jambyl Region	Traditional veterinary medicine
76.	Kordai Agricultural College	Jambyl Region	Traditional veterinary medicine
77.	Karatau College No.2	Jambyl Region	Catering, cooking, traditional cuisine
78.	Zhambyl Liberal Arts College named after Abay	Jambyl Region	<ul style="list-style-type: none"> Kazakh folk instruments (dombra, kobyz, kyl-kobyz), artist (leader) of the folk instruments orchestra. Decorative and applied arts and folk crafts
79.	Zhanatas College No.5	Jambyl Region	Catering, cooking, traditional cuisine

80.	Shusky College No.10	Jambyl Region	Catering, cooking, traditional cuisine
81.	Sarysu College No.11	Jambyl Region	Catering, cooking, traditional cuisine, traditional veterinary medicine
82.	Zhualyn College No.16	Jambyl Region	Catering, cooking, traditional cuisine
83.	Emba College of Service Industry	Aktobe region	Catering, cooking, traditional cuisine
84.	Kaskelen College of Culture	Almaty region	<ul style="list-style-type: none"> • Kazakh folk instruments (dombra, kobyz, kyl-kobyz); • Artist (leader) of the folk instruments orchestra
85.	Taldykorgan College of Service and Technologies	Almaty region	Catering, cooking, traditional cuisine
86.	Multidisciplinary College of Professional Training of Karasai District	Almaty region	Catering, cooking, traditional cuisine
87.	Talgar Polytechnic College	Almaty region	Catering, cooking, traditional cuisine
88.	Alakol College of Humanities and Technology	Almaty region	Catering, cooking, traditional cuisine
89.	Bakanas agrarian-industrial college	Almaty region	Catering, cooking, traditional cuisine
90.	Kaskelen College of Culture	Almaty region	Socio-cultural activities and folk art creativity
91.	Sarkan College of Humanities	Almaty region	Socio-cultural activities and folk art and crafts
92.	Taldykorgan Agro-Technical College	Almaty region	Traditional Veterinary Medicine
93.	Esik College of Humanities and Economics	Almaty region	Decoratively applied arts and crafts;
94.	Pedagogical College named after Zh.Musin (with the Kazakh language of instruction)	Akmola region Kokshetau	<ul style="list-style-type: none"> • Kazakh literature and epic heritage; • Traditional astronomy knowledge
95.	Center for hunting with hunting birds "Jalair-Shora"	Almaty region	<ul style="list-style-type: none"> • Training of berkutchi hunters; • berkutchi hunters' equipment craft
96.	Kokshetau College of Humanities and Technology	Akmola region Kokshetau	<ul style="list-style-type: none"> • Kazakh literature and epic heritage; • Traditional astronomy knowledge
97.	Kokshetau college "Arna"	Akmola region Kokshetau	<ul style="list-style-type: none"> • Folk customs and holidays; • Kazakh literature, epic heritage
98.	Atbasar College of Humanities and Technology	Akmola region Atbasar	<ul style="list-style-type: none"> • Kazakh literature and epic heritage; • Traditional astronomy knowledge
99.	Aktyubinsk Agricultural College	Aktobe region	Catering, cooking, traditional cuisine
100.	Aktyubinsk Polytechnic College	Aktobe region	Catering, cooking, traditional cuisine
101.	Wilsky Agrarian College	Aktobe region	Catering, cooking, traditional cuisine
102.	Aktyubinsk College of Service	Aktobe region	Catering, cooking, traditional cuisine
103.	Khromtau Mining and Technical College	Aktobe region	Catering, cooking, traditional cuisine
104.	Alginsk Industrial Technical College	Aktobe region	Catering, cooking, traditional cuisine
105.	Aktyubinsk College of Industrial Technologies and Management	Aktobe region	Catering, cooking, traditional cuisine
106.	Aytekebian multidisciplinary college	Aktobe region	Catering, cooking, traditional cuisine
107.	Emba College of Service Industry	Aktobe region	Catering, cooking, traditional cuisine
108.	Badamshin Agrotechnical College	Aktobe region	Catering, cooking, traditional cuisine
109.	College of Humanities	Astana city	<ul style="list-style-type: none"> • Kazakh literature and epic heritage; • Traditional astronomy knowledge
110.	Mangistau College of Humanities	Mangystau city	<ul style="list-style-type: none"> • Kazakh literature and epic heritage;

111.	Kostanay College of Pedagogy	Kostanay city	<ul style="list-style-type: none"> • Traditional astronomy knowledge • Kazakh literature and epic heritage; • Traditional astronomy knowledge
112.	The Auezov Pedagogical College	Semey city	<ul style="list-style-type: none"> • Kazakh literature and epic heritage; • Traditional astronomy knowledge
113.	Pavlodar Pedagogical College named after B.Akhmetov	Pavlodar city	<ul style="list-style-type: none"> • Kazakh literature and epic heritage; • Traditional astronomy knowledge
114.	«Asu» College of Humanities and Technology	Pavlodar city	<ul style="list-style-type: none"> • Kazakh literature and epic heritage; • Traditional astronomy knowledge
115.	Zhambyl Polytechnic College	Taraz city	<ul style="list-style-type: none"> • Decoratively applied arts and crafts; • Performing arts, learning to play the Kazakh folk instruments
116.	Zhambyl Humanitarian College named after Abay	Taraz city	<ul style="list-style-type: none"> • Performing arts, learning to play Kazakh folk instruments; • Social and cultural activities and folk art; • Decoratively applied arts and crafts
117.	Kulan Agricultural College	Jambyl Region	Traditional Veterinary Medicine
118.	Korday Agricultural College	Jambyl Region	Traditional Veterinary Medicine
119.	Karatau College No.2	Jambyl Region	Catering, cooking, traditional cuisine
120.	Merke College No. 9	Jambyl Region	Catering, cooking, traditional cuisine
121.	Shu College No.10	Jambyl Region	Catering, cooking, traditional cuisine
122.	Taraz College No.13	Jambyl Region	Catering, cooking, traditional cuisine
123.	Zhualyn College No.16	Jambyl Region	Catering, cooking, traditional cuisine
124.	Karatau College of Technology, Education and Business	Jambyl Region	<ul style="list-style-type: none"> • Kazakh literature and epic heritage; • Traditional astronomy knowledge
125.	"Taraz-Gasyr" College	Jambyl Region	<ul style="list-style-type: none"> • Kazakh literature and epic heritage; • Traditional astronomy knowledge
126.	Taraz College "Parasat"	Jambyl Region	<ul style="list-style-type: none"> • Kazakh literature and epic heritage; • Traditional astronomy knowledge
127.	Modern College of Humanities and Technology	Jambyl Region	<ul style="list-style-type: none"> • Kazakh literature and epic heritage; • Traditional astronomy knowledge
128.	"Almas" College of Humanities and Technology	Jambyl Region	<ul style="list-style-type: none"> • Kazakh literature and epic heritage; • Traditional astronomy knowledge
129.	The Kordai College of Humanities and Economics	Jambyl Region	<ul style="list-style-type: none"> • Kazakh literature and epic heritage; • Traditional astronomy knowledge
130.	"Bereke" College of Humanities and Technology	Jambyl Region	<ul style="list-style-type: none"> • Kazakh literature and epic heritage; • Traditional astronomy knowledge
131.	Shu College of Humanities	Jambyl Region	<ul style="list-style-type: none"> • Kazakh literature and epic heritage; • Traditional astronomy knowledge
132.	"Bolashak" College	Jambyl Region	<ul style="list-style-type: none"> • Kazakh literature and epic heritage; • Traditional astronomy knowledge
133.	Multidisciplinary college "Astana"	Jambyl Region	<ul style="list-style-type: none"> • Kazakh literature and epic heritage; • Traditional astronomy knowledge
134.	M.Mametova Kyzylorda College of Humanities	Kyzylorda	<ul style="list-style-type: none"> • Kazakh literature and epic heritage; • Traditional astronomy knowledge
135.	M. Auezov pedagogical College	Semey city	<ul style="list-style-type: none"> • Kazakh literature and epic heritage; • Traditional astronomy knowledge
136.	Zhezkazgan College of Humanities	Zhezkazgan city	<ul style="list-style-type: none"> • Kazakh literature and epic heritage; • Traditional astronomy knowledge
137.	Zhezkazgan College of Music	Zhezkazgan city	<ul style="list-style-type: none"> • Performing arts, learning to play Kazakh folk instruments.

			<ul style="list-style-type: none"> • Kazakh folk instruments (dombra, kobyz, kyl-kobyz), • artist (leader) of the folk instruments orchestra
138.	South-Kazakhstan College of Humanities and Education	Shymkent city	<ul style="list-style-type: none"> • Kazakh literature and epic heritage; • Traditional astronomy
139.	Socio-Pedagogical College "Zhalyn"	Shymkent city	<ul style="list-style-type: none"> • Kazakh literature and epic heritage; • Traditional astronomy knowledge
140.	Zhania Aubakirova's Author School	Almaty city	<ul style="list-style-type: none"> • Performing arts, learning to play the Kazakh folk instruments • Kazakh literature and epic heritage; • Traditional astronomy knowledge
141.	Balkhash College of Humanities and Technology named after A. Musin	Balkhash city	<ul style="list-style-type: none"> • Kazakh literature and epic heritage; • Traditional astronomy knowledge
142.	Aktubinsk universal multi-profile college of humanities and technology	Aktobe region	<ul style="list-style-type: none"> • Kazakh literature and epic heritage; • Traditional astronomy knowledge
143.	Atyrau College of Humanities named after K.Dutbayeva	Atyrau city	<ul style="list-style-type: none"> • Kazakh literature and epic heritage; • Traditional astronomy knowledge
144.	Aktubinsk College of Humanities	Aktobe city	<ul style="list-style-type: none"> • Kazakh literature and epic heritage; • Traditional astronomy knowledge
145.	Aytekebian multidisciplinary college	Aktobe region	<ul style="list-style-type: none"> • Kazakh literature and epic heritage; • Traditional astronomy knowledge
146.	Aktubinsk College of Humanities and Technology	Aktobe region	<ul style="list-style-type: none"> • Kazakh literature and epic heritage; • Traditional astronomy knowledge
147.	Musical College named after M.Tulebaev	Semipalatinsk city	<ul style="list-style-type: none"> • Kazakh folk instruments (dombra, kobyz, kyl-kobyz), • Russian folk instruments artist (leader) of the orchestra of folk instruments, ensemble
148.	Musical College named after Tchaikovsky	Almaty city	<ul style="list-style-type: none"> • Kazakh folk instruments (dombra, kobyz, kyl-kobyz), • Russian folk instruments artist (leader) of the orchestra of folk instruments, ensemble
149.	Karaganda College of Nutrition and Service	Karaganda city	Catering, cooking, traditional cuisine
150.	Almaty college of management and design	Almaty city	<ul style="list-style-type: none"> • Catering, cooking, traditional cuisine; • Sewing of national clothes
151.	Economics and Law College	Astana city	Tourism
152.	College Turan-Astana	Astana city	Tourism
153.	College of Tourism and Hospitality	Almaty city	Tourism
154.	Mangystau College of Tourism	Aktau city	Tourism
155.	College of Physical Education, Tourism and Service	Almaty city	Tourism
156.	College of Management of International Tourism at the Kazakh University of International Relations and World Languages	Almaty city	Tourism
157.	East Kazakhstan College of Technology	Semey city	Sewing production and modeling of clothes
158.	College of Business and Service	Semey city	<ul style="list-style-type: none"> • Tourism; • Catering; • Decorative Arts & Crafts
159.	Multidisciplinary college	Astana city	<ul style="list-style-type: none"> • Tourism; • Catering
160.	Polytechnic College	Astana city	Tourism
161.	College named after Kunaev	Astana city	Tourism

162.	College of the Kazakh University of Technology and Business	Astana city	<ul style="list-style-type: none"> • Tourism; • Sewing production and modeling of clothes
163.	College of the Eurasian Humanities Institute	Astana city	Tourism
164.	Economics and Law College	Astana	Tourism
165.	Ust-Kamenogorsk College of Service	Ust-Kamenogorsk	<ul style="list-style-type: none"> • Tourism; • Sewing production and modeling of clothes
166.	College of service and new technologies	Uralsk city	<ul style="list-style-type: none"> • Tourism; • Catering
167.	Aktobe Cooperative College	Aktobe city	Tourism
168.	College of Foreign Languages	Aktau city	Tourism
169.	Mangystau College of Tourism	Aktau city	<ul style="list-style-type: none"> • Tourism; • Catering
170.	Kokshetau College "Arna"	Kokshetau city	Tourism
171.	Trade and Economic College of Kazpotrebooyuz	Astana city	Tourism
172.	Training Center of the Union of Craftsmen of Kazakhstan	Almaty city	Training of craftsmen in various fields of folk crafts
173.	Agrotechnical College of the village Saumalkol Ayyrtau district	North-Kazakhstan region	Traditional Veterinary Medicine
174.	Ruzaevsky Agrarian Technical College G. Musrepova	North-Kazakhstan region	Traditional Veterinary Medicine
175.	Agrotechnical College Timiryazevsky district	North-Kazakhstan region	Traditional Veterinary Medicine
176.	College of Art	Petropavlovsk city	<ul style="list-style-type: none"> • Musical education; • Kazakh folk instruments (dombra, kobyz, kyl-kobyz), Russian folk instruments artist (leader) of the folk instruments orchestra, ensemble
177.	North Kazakhstan Professional Pedagogical College	Petropavlovsk city	Socio-cultural activities and folk art
178.	College of Service Industry	Petropavlovsk city	Catering, cook
179.	M.Zhumabaev Petropavlovsk College of Humanities.	Petropavlovsk	Kazakh literature and epic heritage;

Kyrgyzstan

#	Name	Location	Specialties
1	Professional Lyceum No. 75	Jalal-Abad city	Embroideress
2	Professional Lyceum No.10	Bishkek city	Cook of ethnic and foreign cuisine
3	Professional Lyceum No.110	Ak-Sai village (Talas province)	<ul style="list-style-type: none"> • The collector of leather, wool; • Manufacturer of traditional products
4	Professional Lyceum No.15	Kara-Too village (Kochkor district, Naryn province)	<ul style="list-style-type: none"> • Manufacturer of horse gear; • Embroiderer (<i>uz-saimachy</i>); • Farmer (<i>fermer-myryza</i>); • Farmer-woman (<i>fermer –aiym</i>)
5	Professional Lyceum No.17	Bishkek city	<ul style="list-style-type: none"> • Embroiderer • Manufacturer of traditional patchwork carpet (<i>uz – kurakchy</i>)
6	Professional Lyceum No.2	Karakol city (Issyk-Kul province)	Manufacturer of traditional things
7	Professional Lyceum No.20	Bishkek city	The collector of medicinal plants
8	Professional Lyceum No.24	Min-Kush town (Jungal district, Naryn province)	Seamstress of traditional things

9	Professional Lyceum No.26	Chaek village (Jumgal district, Naryn province)	<ul style="list-style-type: none"> • Manufacturer of traditional things • Seamstress – Embroiderer (<i>saimachy-tigyuuchy</i>) • Seamstress of traditional things
10	Professional Lyceum No.30	Dostuk village Naryn province)	Manufacturer of traditional things
11	Professional Lyceum No.32	At-bashy village (Naryn province)	<ul style="list-style-type: none"> • Tailor (<i>Tigyuuchu</i>) • Manufacturer of art wood products (<i>Jygach-usta</i>) • Manufacturer of chiy – the reed • Weavers (<i>ormokchu</i>)
12	Professional Lyceum No.42	Temir village (Issyk-Kul province)	Manufacturer of traditional things -willow-weaving
13	Professional Lyceum No.45 named after T. Toktonaliev	Kazarman town (Jalal-Abad province)	Manufacturer of external and internal equipment of yurt
14	Professional Lyceum No.47	Baitik village (Alamedin district, Chui province)	<ul style="list-style-type: none"> • Traditional crafts • Manufacturer of art products of chiy – the reed
15	Professional Lyceum No.50	Ottuk village (Naryn province)	<ul style="list-style-type: none"> • Manufacturer of external and internal equipment of yurt • Manufacturer of leather products
16	Professional Lyceum No.59	Joosh village (Kara-Sui district, Osh province)	Manufacturer of traditional things
17	Professional Lyceum No.6	Bishkek city	<ul style="list-style-type: none"> • Manufacturer of art wood products • Craftsman
18	Professional Lyceum No.64	Bashbulak village (Kara-Sui district, Osh province)	Manufacturer of traditional things
19	Professional Lyceum No.67	Gulcho village Alai district	<ul style="list-style-type: none"> • Manufacturer of external and internal equipment of yurt • Manufacturer of traditional things
20	Professional Lyceum No.71	Kok-Jangak village (Jalal-Abad province)	Manufacturer of traditional things
21	Professional Lyceum No.87	Naryn city	<ul style="list-style-type: none"> • Manufacturer of external and internal equipment of yurt • Manufacturer of leather products
22	Professional Lyceum No.92	Bishkek city	<ul style="list-style-type: none"> • Embroideress of traditional clothes • Manufacturer of art wood products • Manufacturer of art leather products • Jeweler • Manufacturer of art products of bones and horns • Artist of paint things • Manufacturer of art products of chiy – the reed
23	Professional Lyceum No.95	Bishkek city	<ul style="list-style-type: none"> • Embroiderer • Manufacturer of traditional pitch carpet (<i>Uz-kurakchy</i>)
24	Tokmok Industrial Pedagogic College	Tokmok city (Chui province)	Manufacturer of art products of chiy – the reed

Uzbekistan

No	Name	Location	Specialities
1.	Andijan Specialized School of Arts	Andijan city	<ul style="list-style-type: none"> • Folk instruments • Pianoforte • Wind instruments • Traditional Singing • Traditional instrumental performance • Vocal • Stringed instruments
2.	Bekabad Specialized School of Arts	Bekabad city	<ul style="list-style-type: none"> • Folk instruments • Pianoforte

			<ul style="list-style-type: none"> • Wind instruments • Traditional Singing • Traditional instrumental performance • Vocal • Stringed instruments
3.	Bukhara Specialized Boarding School of Culture	Bukhara city	<ul style="list-style-type: none"> • Traditional song and instrumental performance • Head of ensembles of folk instruments • Head of Folklore and Ethnographic Collectives • Head of folk theater groups • Head of the national puppet theaters
4.	Bukhara Specialized School of Arts	Bukhara city	<ul style="list-style-type: none"> • Folk instruments • Pianoforte • Wind instruments • Traditional Singing • Traditional instrumental performance • Vocal • Stringed instruments
5.	Ellik Kalla Specialized School of Arts	Ellik Kalla region	<ul style="list-style-type: none"> • Folk instruments • Pianoforte • Wind instruments • Traditional Singing • Traditional instrumental performance • Vocal • Stringed instruments
6.	Fergana Specialized School of Arts	Fergana region	<ul style="list-style-type: none"> • Folk instruments • Pianoforte • Wind instruments • Traditional Singing • Traditional instrumental performance • Vocal • Stringed instruments
7.	Gulistan Specialized School of Arts	Gulistan city	<ul style="list-style-type: none"> • Folk instruments • Pianoforte • Wind instruments • Traditional Singing • Traditional instrumental performance • Vocal • Stringed instruments
8.	Jizzakh Specialized School of Arts	Jizzakh city	<ul style="list-style-type: none"> • Folk instruments • Pianoforte • Wind instruments • Traditional Singing • Traditional instrumental performance • Vocal • Stringed instruments
9.	Karshi Specialized School of Culture	Karshi city	<ul style="list-style-type: none"> • Traditional song and instrumental performance, • Head of ensembles of folk instruments, Head of Folklore and Ethnographic Collectives, • The head of folk theater groups, the head of the national puppet theaters
10.	Kokand Specialized School of Arts	Kokand	<ul style="list-style-type: none"> • Applied graphics • Easel painting • Artistic embroidery • Sculpture • Miniature • Artistic carving on "ganch" • Fashion designers • Pianoforte • Folk instruments • Folklore.
11.	Namangan Specialized School of Arts	Namangan, Namangan region	<ul style="list-style-type: none"> • Folk instruments • Pianoforte • Wind instruments • Traditional Singing • Traditional instrumental performance • Vocal • Stringed instruments
12.	Namangan Specialized School of Culture	Namangan city	<ul style="list-style-type: none"> • Traditional song and instrumental performance, • Head of ensembles of folk instruments,

			<ul style="list-style-type: none"> • Head of Folklore and Ethnographic Collectives, • Head of folk theater groups • Head of the national puppet theaters
13.	Navoi Specialized School of Culture and Arts	Navoi city	<ul style="list-style-type: none"> • Folk instruments • Pianoforte • Wind instruments • Traditional Singing • Traditional instrumental performance • Vocal • Stringed instruments
14.	Nukus Specialized School of Culture and Arts	Nukus city, Republic of Karakalpakistan	<ul style="list-style-type: none"> • Folklore, • Folk instrumentation, • Pianoforte, • Wind instruments, • Traditional singing, • Traditional instrumental performance, • Vocal, • Stringed instruments
15.	Parkent College of Pedagogy and Economics	Tashkent region	<ul style="list-style-type: none"> • Organizer of extracurricular activities; • Teacher of preschool education; • Embroidery master
16.	Republican Specialized Boarding School for Arts	Tashkent city	<ul style="list-style-type: none"> • Fine arts • Applied arts • Musical art
17.	Republican Specialized Choreographic Boarding School at the Tashkent Higher School of Folk Dance and Choreography	Tashkent city	Traditional dancing
18.	Republican specialized Estrade-circus school	Tashkent city	<ul style="list-style-type: none"> • Circus art, • Estrade singing, • Estrade instruments, • Estrade dance, • Acting art
19.	Republican Specialized Music Academic Lyceum named after "Gliere"	Tashkent city	<ul style="list-style-type: none"> • Stringed instruments • Vocals • Folk instruments • Pianoforte • Wind instruments • Traditional Singing • Traditional instrumental performance
20.	Republican Specialized Musical Academic Lyceum named after "Uspensky"	Tashkent city	<ul style="list-style-type: none"> • Folk instruments • Pianoforte • Wind instruments • Traditional Singing • Traditional instrumental performance • Vocal • Stringed instruments
21.	Republican Specialized School of Arts	Tashkent city	<ul style="list-style-type: none"> • Artistic sewing • Miniature • Theatrical decoration • Props, make-up, department of experts in historical costumes • Artistic lacquer miniature • Theatrical scenery.
22.	Republican Specialized School of Design	Tashkent city	<ul style="list-style-type: none"> • Interior design; Industrial design; computer graphics; electronic design; furniture design; • Woodcarving • Carving on the "ganch" • Manufacture of jewelry • The production of carpets and tapestries • Goldsmith • Clothing modeling • Advertising and applied graphics • Embroidery • Landscape design • Acquir miniature • Ceramics • Art painting.
23.	Samarkand Specialized School of Arts	Samarkand city, Samarkand region	<ul style="list-style-type: none"> • Folk instruments • Pianoforte • Wind instruments • Traditional Singing • Traditional instrumental performance

			<ul style="list-style-type: none"> • Vocal • Stringed instruments
24.	Specialized Lyceum of Gifted Children at the State Conservatory of Uzbekistan	Tashkent city	<ul style="list-style-type: none"> • Traditional Singing • Traditional instrumental performance • Choral conducting • Estrada singing • Estrada instrumental performance • Vocal • Folk instruments • Pianoforte • Wind instruments
25.	Tashkent College of Tourism	Tashkent city	Cook
26.	Tashkent Specialized School of Culture	Tashkent city	<ul style="list-style-type: none"> • Traditional song and instrumental performance, • Head of ensembles of folk instruments, • Head of folklore and ethnographic collectives, • The head of folk theater groups, • The head of the national puppet theaters
27.	Termez Specialized School of Arts	Termez city	<ul style="list-style-type: none"> • Folk instruments • Pianoforte • Wind instruments • Traditional Singing • Traditional instrumental performance • Vocal • Stringed instruments
28.	Uchtepa Artisan College	Tashkent city	<ul style="list-style-type: none"> • Jewelry making master; • Fashion designer of national and art clothes; • Woodworking master, • embroidery master; • Cook
29.	Urgench Specialized School of Arts	Urgench city	<ul style="list-style-type: none"> • Folk instruments • Pianoforte • Wind instruments • Traditional Singing • Traditional instrumental performance • Vocal • Stringed instruments

Tajikistan

No	Name	Location	Specialties
1.	College of Handicrafts	Istaravshan city	<ul style="list-style-type: none"> • Weaving adras • Embroidery • Gold embroiderers • Carpet maker • Woodcarving • Pottery • Decorative painting • Making a knife • Jewelry Art
2.	Professional Lyceum of Service and Tourism	Dushanbe city	Pastry chef
3.	Textile Professional-Technical Lyceum	Dushanbe city	<ul style="list-style-type: none"> • Seamstress • Weaving
4.	Constructional Professional-Technical Lyceum	Dushanbe city	Woodcarving
5.	Polytechnic Professional Lyceum	Dushanbe city	Seamstress
6.	Sewing Professional-Technical Lyceum	Dushanbe city	<ul style="list-style-type: none"> • Seamstress • Gold seamstress • Weaving • Embroidery
7.	Professional-Technical Lyceum	Istaravshan city	<ul style="list-style-type: none"> • Seamstress • Woodcarving • Carpentry • Hairdresser • Tile manufacturing • Painting
8.	Professionally Specialized Lyceum for Disabled People	Dushanbe city	Shoemaking

9.	Professional-Technical Lyceum of Gissar district	Gissar district	<ul style="list-style-type: none"> • Seamstress • Carpentry
10.	Professional-Technical Lyceum of Sangvar city	Sangvor city	Seamstress
11.	Professional-Technical Lyceum of Shahrivan district	Shahrivan district	<ul style="list-style-type: none"> • Seamstress • Carpentry
12.	Professional-Technical Lyceum	Faizabad district	<ul style="list-style-type: none"> • Seamstress • Beekeeping
13.	Professional-Technical Lyceum of Faizabad city	Faizabad city	Seamstress
14.	Professional-Technical Lyceum of Tajikabad district	Tajikabad district	<ul style="list-style-type: none"> • Seamstress • Beekeeping
15.	Professional-Technical Lyceum of Vakhdat city	Vakhdat city	<ul style="list-style-type: none"> • Seamstress • Carpentry
16.	Professional-Technical Lyceum	Rasht district	Seamstress
17.	Professional-Technical Lyceum of vakhdad city	Vakhdat city	Carpentry
18.	Professional-Technical Lyceum of Shungan district	Shugnan district	<ul style="list-style-type: none"> • Seamstress • Carpentry
19.	Professional-Technical Lyceum of isfara city	Isfara city	Seamstress
20.	Professional-Technical Lyceum of Asht district	Asht district	Seamstress
21.	Professional-Technical Lyceum of Istiklol city	Istiklol city	<ul style="list-style-type: none"> • Seamstress • Pastry chef • Hairdresser • Baker
22.	Constructional Professional-Technical Lyceum of Khudzhand city	Khudzhand city	<ul style="list-style-type: none"> • Seamstress • Carpentry • Hairdresser
23.	Professional-Technical Lyceum of Devashtich district	Devashtich district	Seamstress
24.	Professional-Technical Lyceum of zafarabad district	Zafarabad district	Seamstress
25.	Professional-Technical Lyceum of ainiy district	Ainiy district	<ul style="list-style-type: none"> • Seamstress • Carpentry
26.	Professional-Technical Lyceum of the agricultural industry of Devashtich district	Devashtich district	Seamstress
27.	Professional-Technical Lyceum of the district named after Dzhahbar Rasulov	District named after Dzhahbar Rasulov	<ul style="list-style-type: none"> • Seamstress • Weaving of adras
28.	Professional-Technical Lyceum of Spitamen district	Spitamen district	<ul style="list-style-type: none"> • Gold seamstress • Carpet Weaving
29.	Professional-Technical Lyceum of Babadzhan Gafur district	Babadzhan Gafur district	Seamstress
30.	Professional-Technical Lyceum of a-Agricultural industry Shakhristan district	Shakhristan district	<ul style="list-style-type: none"> • Seamstress • Carpet Weaving • Beekeeping
31.	Professional-Technical Lyceum of agricultural industry Matchin district	Matchin district	Seamstress
32.	Professional-Technical Lyceum of Khudzhand city	Khudzhand city	Seamstress
33.	Professional Lyceum of service	Khudzhand city	<ul style="list-style-type: none"> • Seamstress • Gold seamstress • Pastry chef • Carpet weaving • Confectioner • Cook
34.	Professional Sewing Lyceum of Kanibadam city	Kanibadam city	<ul style="list-style-type: none"> • Seamstress • Gold seamstress • Cook • Gach carving
35.	Professional-Technical Lyceum of Pyandzhikent city	Pyandzhikent city	<ul style="list-style-type: none"> • Seamstress • Carpentry
36.	Professional-Technical Lyceum of yavan district	Yavan district	<ul style="list-style-type: none"> • Seamstress • Carpentry
37.	Professional-Technical Lyceum of Farkhar district	Farkhar district	• Seamstress
38.	Professional-Technical Lyceum of Bokhar city	Bohtar city	<ul style="list-style-type: none"> • Seamstress • Carpentry
39.	Professional-Technical Lyceum	Bokhtar district	<ul style="list-style-type: none"> • Seamstress • Carpentry

40.	Professional-Technical Lyceum of Khovaling district	Khovaling district	<ul style="list-style-type: none"> Seamstress
41.	Professional-Technical Lyceum of Vosey district	Vosey district	<ul style="list-style-type: none"> Seamstress Carpentry
42.	Professional-Technical Lyceum	Dushanbe city	<ul style="list-style-type: none"> Seamstress Carpentry
43.	Professional-Technical Lyceum of the district named after Mirsaidali Khamadoni	Mirsaidali Khamadoni district	<ul style="list-style-type: none"> Seamstress Embroidery of <i>chakan</i>
44.	Agricultural Professional-Technical Lyceum	Kulyab city	Seamstress
45.	Professional-Technical Lyceum of Shakhritu district	Shakhritu district	<ul style="list-style-type: none"> Seamstress Carpet Weaving
46.	Professional-Technical Lyceum of Dzhaikhun district	Dzhaikhun district	<ul style="list-style-type: none"> Seamstress Carpentry Confectioner
47.	Professional-Technical Lyceum	Dushanbe city	<ul style="list-style-type: none"> Seamstress Carpentry
48.	Professional-Technical Lyceum of Dustiy district	Dustiy district	Seamstress
49.	Professional-Technical Lyceum of Abdurakhman Dzhami district	Abdurakhman Dzhami district	Seamstress
50.	Professional-Technical Lyceum Kubaidiyan district	Kubaidiyan district	Seamstress
51.	Agricultural Professional-Technical Lyceum of Yavan district	Yavan district	<ul style="list-style-type: none"> Seamstress Carpentry
52.	Professional-Technical Lyceum of Pyandzh district	Pyandzh district	Seamstress
53.	Professional-Technical Lyceum of Vakhsh district	Vakhsh district	<ul style="list-style-type: none"> Seamstress Carpentry
54.	Professional-technical Lyceum of the chemical industry	Levakant city	<ul style="list-style-type: none"> Seamstress Confectioner Cook
55.	Constructional Professional-technical lyceum	Kulyab city	<ul style="list-style-type: none"> Seamstress Carpentry Confectioner Cook