

Russian Federation

Ministry of Professional Education, Training and Placing of Personnel of
the Republic of Sakha (Yakutia)

INDIGENOUS PEOPLES PLANNING FRAMEWORK

for the

WORKFORCE SKILLS DEVELOPMENT FOR SOCIO-ECONOMIC DEVELOPMENT OF THE REPUBLIC OF SAKHA (YAKUTIA) FOR 2014-2019

Program

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Prepared by

North-Eastern Federal University

Yakutsk, Russia

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THE INDIGENOUS PEOPLE PLANNING FRAMEWORK

1. INTRODUCTION

This Indigenous People Planning Framework (IPPF) was developed pursuant to World Bank Operating Policy (OP) 4.10 on indigenous people (IP) in the course of developing a proposal for a competitive selection of Russian regions to participate in the Pilot Program of Russian regions aimed at implementing the project “Workforce Skills Development for Socio-Economic Development of Regions for 2014-2019” (the Program). Due to the uncertainties about the localization for the investments, an IPPF was prepared instead of the Plan to document positive social impacts and ensuring broad community support of affected IPs.

The IPPF aims to identify positive and negative impacts of the Program on indigenous and small-numbered people in the Republic of Sakha (Yakutia), and to ensure minimization of negative impacts and enhancing positive impacts based on free, prior and conscious consultations with IP.

2. PROJECT DESCRIPTION AND WORKFORCE SKILLS DEVELOPMENT IN THE REGION

2.1 Project Objectives and Goals

The goal of the program “Workforce Skills Development for Socio-Economic Development of the Republic of Sakha (Yakutia)” is to develop human capital in line with societal demands and industrial and innovative economic development of the Republic of Sakha (Yakutia), Far East and the entire country. The goal shall be achieved through performing the following tasks:

1. Make the content and technologies of vocational education relevant to the current and future workforce skills requirements identified by employers;
2. Support modernization of educational entities network that produces workers and mid-level professionals with active involvement of employers;
3. Enhance resources and HR capacity of vocational education institutions, improve their material and technological base and learning infrastructure, improve conditions of the learning process, develop and test new financing mechanisms;
4. Design an institutional framework and mechanisms that ensure agile response to the labor market developments.

New TVET programs developed within the project in Republic of Sakha (Yakutia) will provide opportunities for smooth transition from school to college, and consider demand in occupations from the IP side.

Project activities will be implemented in consideration of existing regulatory and legal framework.

2.2 State of TVET Sector in the Republic of Sakha (Yakutia)

Vocational educational institutions in the region prepare workers and professionals for enterprises and firms of all sectors of regional economy. Seven educational institutions are located in the Northern and Arctic uluses (districts); five of them operate in the areas of IP concentration in the Republic of Sakha.

In the course of identifying the areas of residence, provisions of federal and regional legislation were used:

- Russian Federation Government Instruction No 631-r of May 8, 2009 On Approving the List of Locations of Traditional Residence and Traditional Economic Activity of Indigenous People in the Russian Federation and the List of Their Traditional Economic Activities;
- Law of the Republic of Sakha (Yakutia) No 419-III of January 27, 2005 On the Status of Administrative and Territorial Unit in Locations (Territories) of Concentrated Residence of Indigenous Peoples of the North in the Republic of Yakutia (Sakha) (amended on April 2, 2014)).

Table 1 summarizes professions for which vocational education institutions produce (or plan to produce) skilled workers. These include industrial professions, professions in construction, installation and repair works, transport, public catering, food production and trade, as well as professions in agriculture.

Some contradictions exist that are caused by departmental fragmentation of educational entities, their closed nature and self-isolation in many aspects of their activity: substance, institutions, and personnel and financial.

Table 1: Workers training in educational institutions of the Northern and Arctic uluses

	Educational institution	Profession	Planned and reopened professions
1	Vocational school #27, village of Zhigansk, Zhigansky ulus	<ul style="list-style-type: none"> – Car mechanic – Cabinet and furniture maker – Sanitary-engineering and ventilation systems and equipment installation personnel – Tailor – General construction worker 	<ul style="list-style-type: none"> – Coastal fisher – Reindeer breeder - farm machinery operator
2	Vocational school #32, village of Batagai, Verkhoyansky ulus	<ul style="list-style-type: none"> – Car mechanic – Digital data processing expert – Electrician for repairs and maintenance of electric fittings – Salesperson, cashier – Software and hardware maintenance person 	<ul style="list-style-type: none"> – Farm manager – Operator of road construction machinery – Boiler operator
3	Vocational school #33, Tiksi, Bulunsky ulus	<ul style="list-style-type: none"> – Tailor – Hairdresser – Housing and utilities specialist – Software and hardware maintenance person – Car mechanic 	<ul style="list-style-type: none"> – Reindeer breeder - farm machinery operator – Operator of road construction machinery – Cook, confectioner
4	Vocational school #34, village of Ust-Nera, Oymakonsky district	<ul style="list-style-type: none"> – Car mechanic – Cook, confectioner – Open-pit mining machinery operator 	<ul style="list-style-type: none"> – Operator of road construction machinery
5	Arctic College of the Peoples of the North (primary vocational education curricula), village of Chersky, Nizhnekolymsky ulus	<ul style="list-style-type: none"> – Locksmith – Reindeer breeder - farm machinery operator – Cook, confectioner – Car mechanic – Agricultural produce production and processing – Underground mining 	<ul style="list-style-type: none"> – Open-pit mining machinery operator – Underground mining
6	College of Mining and Geology, village of Khadyga, Tomponsky ulus	<ul style="list-style-type: none"> – Underground mining – Mine surveying – Open-pit mining machinery operator – Car mechanic – Underground electrical fitter – Turner 	<ul style="list-style-type: none"> – Reindeer breeder - farm machinery operator
7	South-Yakutia Technology College, Neryungri	<ul style="list-style-type: none"> – Computer programming – Operator of hydraulic machinery, hydraulic transmissions and hydraulic and pneumatic automatics (instrumentation and controls) – Economics and accounting (by sector) – Open-pit mining – Power stations, grids and systems – Mine surveying – Automation and teleautomatics in transport – Maintenance and repairs of road 	<ul style="list-style-type: none"> – Early childhood development – Logistic operations – Service in transport sector – Operation of lifting and transporting machinery and equipment – Mining equipment repair worker – Steam turbine operator

	Educational institution	Profession	Planned and reopened professions
		vehicles – Railroad construction, tracks and track facilities – Organization and servicing in public catering – Mineral dressing – Transport management and logistics (rail) – Car mechanic – Housing and utilities specialist – Welder	

Several constraints to further development of the TVET sectors exist in the region. The major constraints are the following:

- Dramatic weakening of links between educational institutions and firms undermined the influence of professional associations and firms on the substance of professionals training;
- Availability of teaching and learning means needed to introduce modern learning technologies remains low;
- Physical infrastructure of TVET institutions does not fully correspond to the requirements set forth by the federal state educational standard.

The following measures in the sector can help to overcome the existing constraints to development of vocational education in the Republic of Sakha (Yakutia):

- Upgrade the structure and substance of vocational education to train workers in anticipation of the regional economic needs;
- Develop a fully-fledged system to monitor current and forecast future labor market demand for labor (skills and competence level) with various levels of education;
- Continue the establishment of professional skills certification centers;
- Ensure sectoral coordination of TVET institutions interaction both within the TVET system and with employers;
- Update mechanisms of employer-sponsored education through recruiting activities performed by firms with participation of educational institutions;
- Improve career guidance for students and the youth, get them ready for occupational choices;

- Implement vocational education, retraining and skills enhancement programs for adults in occupations demanded by the region;
- Implement the concept of comprehensive educational institutions offering educational programs at various levels, as well as training and manufacturing facilities to ensure adequate response to evolving demands of individuals, society and economy.

3. THE INDIGENOUS PEOPLE IN THE PROJECT'S IMPLEMENTATION AREAS

In accordance with the Bank's Operational Policy for Indigenous People, a review was undertaken to screen for the presence of Indigenous Peoples in the areas of project implementation and to assess potential impact of the project on them.

3.1. The Profile of Indigenous Peoples in the Sakha Republic (Yakutia)

The Sakha Republic (Yakutia) is home to five distinct indigenous people: a) the Evenki; b) the Even; c) the Dolgan; d) the Yukaghir; e) the Chukchi. According to the All-Russian Population Census of 2010 the total number of the five indigenous ethnic groups living on the territory of the Sakha Republic (Yakutia) is 39,936 people (4.16 percent of the total population of the republic).

By geographical location the places where the indigenous people of the North live in the Sakha Republic (Yakutia) are divided into 4 groups:

1. **Tundra zone** (settlement areas of the indigenous people of the North on the territories of Allaikhovsky, Anabar, Bulunsky, Nizhnekolymsk, Ust-Yana uluses);
2. **Forest tundra zone** (settlement areas of the indigenous people of the North on the territories of Abiy, Zhigansk, Olenek, Verkhnekolymsk, Srednekolymsk uluses);
3. **Mountain taiga zone** (settlement areas of the indigenous people of the North on the territories of Verkhoyansk, Kobyaysk, Momsk, Oymyakon, Tomponsk, Eveno-Bytantaysky uluses);
4. **Taiga zone** (areas of IP of the North concentrated residence in Aldansky, Mirninsky, Neryungrinsky, Olekminsky, Ust-Maysky uluses).

The specific characteristics of each of the five indigenous groups in the Sakha Republic (Yakutia) are as follows.

- a) **The Evenkis.** The Evenkis reside in 10 districts of the Republic of Sakha (Yakutia): Neryungri, Aldan, Olenek, Zhigansk, Ust-Maya, Olekminsk, Anabar, Mirny, Bulunsky, and Khangalas. According to the All-Russian Population Census of 2010 the territory of the Sakha Republic (Yakutia) was home to 21,008 Evenki, of which only 9% spoke the Evenki language, 100% spoke Russian, and over 90% spoke Sakha. Over 60% of the Evenki live in rural areas. They have their own written language. Traditionally the most important trades in the Evenki economy are reindeer herding and hunting. Reindeer herding of the Evenki is unique, practiced in taiga, and is of pack-riding variety. Agricultural production is also developing along with traditional trades.
- b) **The Even.** In 2010 the number of the Evens on the territory of the Sakha Republic (Yakutia) was 15,071. The Evens live in 13 regions of the republic. Their native tongue is Even, which belongs to Tungus-Manchurian branch of Altai Family of Languages. Russian is widespread among them, many speak Sakha. 70% of the Even live in villages. They have their own written language. Among the Even there are many well-known writers and poets who write in their native tongue. Reindeer herding has always been the main and the most important trade among the Even. That is why their annual economic cycle is subject to the demands of reindeer herding. An important role in the integrated economy of the tundra zone Even is played by fishing. In mountain taiga zone hunting and reindeer herding are the main providers for all the principal needs of the Even.
- c) **The Dolgan.** According to the All-Russian Population Census of 2010 the number of the Dolgan on the territory of the republic was 1,906 people, most of who live in Anabar region. They speak Dolgan language, although Russian and Sakha are widespread. Over 80% of the Dolgan people live in villages. Reindeer herding is the principal trade of the Dolgan, however, fishing and hunting also play an important role.
- d) **The Yukaghir.** From ethno-cultural point of view there are two territorial groups of the Yukaghir: tundra and taiga. The number of the Yukaghir on the territory of the Sakha Republic (Yakutia) according to the All-Russian Population Census of 2010 is 1,281 people most of whom live in Verkhnekolymsk, Nizhnekolymsk, and Allaikhovsky regions. A significant number of Yukaghir live in the City of Yakutsk. They speak Yukaghir language which has two dialects. All Yukaghir speak Russian.

Sakha, Even, and Chukchi languages are also widespread. 60% of the Yukaghir live in villages, however, in recent years many Yukaghir have been migrating to cities due to mass unemployment in national villages. The largest rural settlements of the Yukaghir are Andryushkino village in Nizhnekolymsk region, Nelemnoe village in Verkhnekolymsk region, and Chokurdakh settlement in Allaikhovsky region. About 35% of the Yukaghir speak their native tongue. Traditionally the Yukaghir were hunters. Fishing and reindeer herding also played an important role in the lives of the Yukaghir. Gathering is also important in the Yukaghir economy.

- e) **The Chukchi.** The territory of the Sakha Republic (Yakutia) is home to the Reindeer Chukchi, i.e. tundra nomadic reindeer herders. Russian language is widespread among them. The number of the Chukchi on the territory of the Sakha Republic (Yakutia) according to the All-Russian Population Census of 2010 is 670 people. Most Chukchi now live in Kolymskoe village of Nizhnekolymsk region. The traditional language of these peoples is Chukchi language spoken by over 50% of the total population, while Russian is spoken by 100%. The main branches of the Chukchi traditional economy are reindeer herding, fishing, hunting, and gathering. Reindeer herding is the main trade of the Tundra Chukchi.

3.2. Legislation Protecting the Rights of the Indigenous People of the Russian Federation

According to the Federal Law of July 20, 2000 No 104-FZ the indigenous people of the Russian Federation are people living in the regions of the North, Siberia, and the Far East on traditional settlement territories of their ancestors, who have preserved their traditional way of life, economy and trades, have a total population of less than 50 thousand people, and identify themselves as separate ethnic communities. The list of indigenous people is approved by the Government of the Russian Federation. The legislation of the Russian Federation protects the rights of indigenous people, associations of indigenous people and individuals of indigenous descent, the ancestral lands of their settlement, their traditional ways of life, economy and trades.

Federal Law on General Principles of Organizing Communities of the Indigenous People of the North, Siberia, and the Far East of the Russian Federation of June 20, 2004 No 104-FZ (amended on February 2, 2006).

Federal Law on Guaranteeing the Rights of the Indigenous People of the North, Siberia, and the Far East of the Russian Federation of April 30, 1999 No 82-FZ (amended on April 5, 2009).

Russian Federation Government Instruction No 2455-r of December 28, 2010 On a Set of Measures to Host the Second International Decade of Indigenous Peoples of the World in the Russian Federation in 2011-2014.

Law of the Sakha Republic (Yakutia) on the Legal Status of the Indigenous People of the North of March 31, 2005 227-Z No 461-111 (amended on June 18, 2009).

Law of the Sakha Republic (Yakutia) on the Status of the Languages of the Indigenous People of the North of the Sakha Republic (Yakutia) of February 20, 2004 111- Z No 243-111.

Law of the Republic of Sakha (Yakutia) No 419-III of January 27, 2005 On the Status of Administrative and Territorial Unit in Locations (Territories) of Concentrated Residence of Indigenous Peoples of the North in the Republic of Yakutia (Sakha) (new language) (amended on April 2, 2014).

4. SOCIAL ASSESSMENT

The first stage of social assessment was performed during the project preparation. Two focus groups with stakeholders and three in-depth interviews were held to assess relative impact of the Program on IP as well as its socio-economic implications.

The focus groups and interviews were held in Russian since all participants speak the language.

Audience of the first (pilot) focus group (held on May 13, 2014) comprised employees of regional educational institutions that train workers.

Audience of the second focus group (held on May 14, 2014) comprised representatives of the regional NGO “Association of IP of the North of the Republic of Sakha (Yakutia)” (the Association). The Association has been active since 1989 and is a legitimate representative of all the five IPs present in the region. Representatives of the Dolgans were invited but did not participated in the focus group (there was representation from 4 out of 5 peoples). IP were

identified based on the All-Russia Census of 2010 depending upon self-identification of residents.

Three in-depth interviews were held with Elena Antipina, Director of the Arctic College of the Peoples of the North (village of Chersky, Nizhnekolymsky ulus), with Svetlana Sukneva, Doctor of Science (Economy), Head of Section on Economy, Population and Demography of the Institute of Regional Economy of the North of the NEFU, and with Alexandra Ivanova, Candidate of Legal Sciences, Leading Fellow of the Center of Legal Studies for Sustainable Development of the Arctic and IP of the North of the Ammosov NEFU.

Participants of the focus groups and interviews discussed the following questions:

1. What do participants think about the current workforce skills development training program in the Republic of Sakha (Yakutia) offered in the areas of IP concentration?
2. Do local communities and educational institutions understand how they will be selected for the Program?
3. Are there any activities in the Program that might harm the local communities or produce negative impacts for the local communities? What might be the source of risks and threats for IP preservation and development?
4. How could IP benefit from the Project? What are the expectations regarding the Program implementation?
5. Please identify priority occupations and areas of workers training.
6. Please identify preferences in terms of infrastructure of a modern educational institution that trains workers.
7. Please analyze the level of workforce skills development in terms of maintaining the traditional way of life of IP in modern Yakutia.
8. How can interaction be arranged during the Program implementation?

Upon discussing the above questions, participants were asked to come up with their own questions and reflect on the Program, its implementation, outcomes and any other issues of relevance.

5. PROJECT IMPACTS

The first stage of social assessment produced the following outcomes. The Program does not infringe upon the rights of Indigenous People and does not affect the territories occupied by

IP, and members of the Association reacted positively and expressed their support to its implementation.

5.1. Positive impacts

Providing professional and vocational training to IP for the purposes of supporting socio-economic development of the Republic of Sakha (Yakutia) will generate major benefits for the IP.

- a) **Within the Program training will be provided in the areas that are important for IP** such as “Reindeer breeder”, “Coastal fisher”, “Reindeer breeder – operator of farm machinery”, “Manufacturing of items from leather and furs”, “Game management”, “Fishing”, “Technology of agricultural produce production and processing”, “Fur farming” under the pilot Program which would help to preserve the traditional way of life and languages of IP.
- b) **The Program will support development and upgrading of key educational institutions that train IP workers in the areas of their residence.** One example may be the Arctic College of the Peoples of the North located in the village of Chersky in Nizhnekolymsky ulus where mainly students coming from areas of IP residence study. This is the only college that has its own Center of Arctic domesticated reindeer breeding, a herd of 420 reindeer that graze at the pasture land of reindeer breeding team #9 of the agricultural cooperative of “Turvaugin” nomadic clan. The college develops workers for production and processing of reindeer meat and fish.

The Nizhnekolymsky ulus (district) is unique in terms of IP composition. In the village of Kolymskoye reside the majority of Chukchi (according to the census of 2010, there are 670 Chukchi in total in the Republic of Sakha (Yakutia)). Besides, the largest rural settlement of the Yukagir people – the village of Andryushkino – is also located in this district (the census of 2010 puts their total number in the Republic of Sakha (Yakutia) at 1,281 people).
- c) **The Program would help to enhance job placement and retention of graduates** produced by institutions that train workers and mid-level professionals from IP with active involvement of employers-industrial enterprises.

- d) **The Program will provide opportunity to enhance resources and HR capacity of vocational education institutions that train workers from IP in the areas of their residence;** improve their material and technological base as well as learning infrastructure, and improve conditions of the learning process, develop and test new financing mechanisms.
- e) **The Program will provide opportunity to bring vocational education substance and technologies in compliance with the current and future worker skills requirements** identified by clans, local governments, NGOs.
- f) **The Program activities will support international cooperation projects of the college,** including those with participation of the international NGO “Northern Forum”.
- g) **Acquiring worker occupations would allow IP representatives to be gainfully employed, benefit from secured income and improve standards of living.**

5.2. Negative impacts

Overall, the first stage of social assessment did not reveal any material negative impacts caused by the Program. The social assessment (initial) suggested that the ultimate impact of the Project would be definitely positive. In the course of focus groups and interviews the following issues were identified that may become urgent:

- a) **Possible uniformity, accelerated loss of identity by IP.** Since workforce skills development curricula are standard and uniform, they fail to reflect specificity and mentality of the peoples of the North.
- b) **Considering opinions of IP in offering, opening or closing training for some worker occupations.** Representatives of IP stressed that insufficient attention is given to traditional natural resource management. Educational institutions no longer develop professionals - or have reduced enrollment – for the following occupations: "Chum keeper", "Ranger", "Manufacturing of items from leather and furs", "Forest ranger" etc. These are to be reinstituted.
- c) **Information on the Program activities.** The surveyed stakeholders expressed their desire to learn more about the status and schedule of the Program activities implementation. Each activity that impacts the IP will be studied and all possible negative impacts will be minimized. Action plans for each settlement and educational

institution will be developed to assess the Program implications and minimize possible negative impacts.

These are the main results of the first phase of the social assessment:

1. Respondents taking part in the study have reacted positively to the pilot program “Training workers for socio-economic development of the Republic of Sakha (Yakutia)” for 2014-2019 and expect the plan to be implemented.
2. The Program does not prejudice the rights and territories of indigenous communities.
3. Representatives of educational institutions and indigenous peoples of the North have expressed a desire to have an opportunity to influence and ensure their contribution to the program activities.
4. The program is supported by the Association of Indigenous Peoples of the Republic of Sakha (Yakutia) implementation of the program supported.
5. Training of the workforce in the area of *traditional use of land resources* will have a positive impact on indigenous peoples and it can contribute to their socio-cultural and ethno-linguistic habitat and traditional way of life.
6. The indigenous populations’ hope that the implementation of the program will lead indeed to the socio-economic development of the region as a whole seems important.

Overall, the first phase of the social assessment has found no significant negative effects of the program activities, while the overall effect has been considered definitely positive.

6. FRAMEWORK FOR FREE, PRIOR, AND INFORMED CONSULTATION

Free prior consultations with IP in the course of the project implementation are based on free participation of IP in the Program discussions, full consideration of all IP in arranging meetings and discussions (ensure awareness of such activities), discussion of possible negative impacts prior to making respective managerial decisions, informing IP representatives on all materials relevant to the issues discussed.

The following consultation process forms part of the IPPs:

6.1. Consultation Process

Procedures for consultation implementation. All materials of the Program will be available for the indigenous peoples of the North prior to consultations in the Russian, Yakut and languages of the indigenous peoples living in the territory the program is to be implemented.

Following the dissemination of the Program's materials in each settlement where the Project activities will be implemented, public consultations will be organized. Consultations will be held annually and organized within the framework of the annual public hearings held by the representatives of the official authorities in the Republic of Sakha (Yakutia). As part of these public hearings in the first quarter of each year local officials visit all villages and towns of the republic including places populated by the indigenous peoples. They report to the public on the work progress in the past year and present their work program for the next year explaining development plans, responding to the questions and concerns expressed by citizens, receiving citizens in working hours and organizing targeted consultations on practical issues specific to each locality.

The consultations with indigenous population under this Program will be held within the framework of these general public hearings. They will be organized in close collaboration with the Ministry of vocational education, training of the workforce of the Republic of Sakha (Yakutia), Department of the Republic of Sakha (Yakutia) peoples' affairs, Association of Indigenous Minorities of the Republic of Sakha (Yakutia) and local authorities.

Notice of upcoming consultations will be sent to local authorities by the Department of the Republic of Sakha (Yakutia) peoples' affairs. Subsequently, local authorities will dispatch the notification to village residents and invite them to participate actively in the consultations.

Decisions on additional consultations will be taken as new settlements with indigenous peoples are being identified for the implementation of the Program.

Contents of consultations. The hearings will begin with the presentation of the Program objectives, duration, and main components. Afterwards, the consultations participants will be asked to discuss the following questions:

1. What are the local population expectations of the Program?

2. What specific Program materials were available to the consultations participants and do they need further clarification?
3. What is the assessment of participants in consultations concerning the impact on indigenous peoples?
4. Are there any actions in the Program that could harm the local population, and what actions in general (outside) harm or negatively impact the local population?
5. Does the Program support the development and preservation of the culture of the indigenous peoples of the North? What needs to be changed as a whole?
6. Do the local peoples understand how localities to participate in the Program have been selected?
7. What are the benefits that indigenous people receive from the project? How these benefits can be multiplied?
8. What is the opinion of the consultations participants of the existing system of vocational education in the Republic of Sakha (Yakutia)?
9. How interaction during the Program implementation can be organized and what are the proposals of the consultations participants on how the interaction can be organized?
10. How does the complaint procedure under the pilot Program operate?

Following the discussion of these issues, participants will be invited to submit their own issues and express their opinion on the Program, its implementation, results, or any other issues of interest. The participants of the public hearings will be provided with an opportunity to express their opinions in a free format.

The public hearings will be conducted in Russian and Yakut languages as according to the census data they are the main languages used by the indigenous peoples in Yakutia, However, the translation will be available in the languages of indigenous peoples (Evenki) and organizers of the consultations will assist participants with any necessary clarifications or questions. The results of the hearing will be recorded in the form of a brief report and distributed to residents of the settlements.

A detailed Action plan will be prepared after the project sites are selected. The Action Plan will be available in two languages: Russian and Yakut. Translation into the languages of indigenous peoples will be done only when it is demanded by the Association and the

indigenous population. In each locality representatives of the Association will clarify the provisions of the Action Plan to residents and answer any questions. The Association will also provide written documentation to the effect that it has consulted with the representatives of indigenous peoples and does not consider it necessary to provide a translation into the languages of indigenous peoples.

6.2. Participation of Indigenous Peoples during the Program Implementation

Local people will also be fully involved during the Project implementation. The following measures will be taken to ensure their participation. The program will provide sufficient budget needed to implement these measures.

Table 2: List of activities to engage indigenous people in the implementation of the Program

Activity	Responsible party	Frequency
Participation of indigenous people and the Association in the Program Implementation Unit (PIU) activities. PIU would welcome the presence of representatives as independent experts and invite them to attend.	Program Implementation Unit (PIU)	As required by the Association of Indigenous People
Informing indigenous population and the Association on the Program progress and expected changes in the Project by phone messages, email or regular mail, including preparation of a communications plan in correlation with the overall Program schedule (approval of key stages, milestones, facts related to this information)	PIU	Annual public hearings; regular frequency as required by the the Association of Indigenous Peoples
Wide dissemination of information among the indigenous population of the Program progress and expected changes in its implementation through regional media, including municipal information capacity in the areas populated by indigenous peoples.	PIU	Annual public hearings: information will also be available upon request at the PIU offices
Regular communication (possibility of telephone communication or personal consultations if necessary) between PIU and the representatives of indigenous population or the Association.	PIU	Regularly as required by the Association and indigenous population

Actions in case of potential negative impact of the project activities on indigenous peoples will be taken as follows:

1. Program participants who have identified potential negative impact of a particular activity under the Program on indigenous population should inform the PIU accordingly by phone messages, email, letter, or in person (at the local PIU office). The indigenous population may also inform the Association, which will transmit their

apprehensions to the PIU (Association members are present in each location populated by indigenous peoples and they speak Russian, Yakut and local language).

2. The Program Implementation Unit (PIU) should prepare a formal description (brief assessment) of the probability of a negative impact by one of the activity of the Program on indigenous population, take the necessary steps to suspend the relevant decisions regarding the implementation of the Program prior to having consultation with the representatives of the indigenous people and implementation of mitigation measures;
3. The PIU should inform the representatives of the indigenous people or the Association of the probability of this potential adverse effect and invite them to discuss the issue in a convenient way (telephone consultation, personal meetings, email or regular mail);
4. The PIU should prepare an assessment of the likely negative impact, including the opinion of the indigenous people and possible measures to minimize this negative impact, if such a threat is confirmed and it requires adoption of corrective measures;
5. This assessment is sent to all parties participating in the pilot Program and affected by the negative impact;
6. If the PIU fails to solve the problem, it approaches the Interdepartmental working group that will discuss possible corrective action.

7. INSTITUTIONAL ARRANGEMENTS

7.1. Institutions

The PIU was selected on a competitive basis for daily management of the Program, including procurement, financial management, disbursement, monitoring and evaluation, communication and reporting functions.

7.2. Complaint mechanism

Special procedures for handling complaints and suggestions include a pre-trial review of inquiries from representatives of indigenous people by the interaction between indigenous population in the areas of the Program, Association and PIU.

During the preliminary public hearings it has been decided that the indigenous people can submit complaints and suggestions via two channels: through the representatives of the Association and directly to the PIU.

a) Forwarding complaints to the Association representatives

During preliminary discussions it has been decided that the indigenous people can direct complaints regarding the Program to the official representatives of the Association. Each settlement populated by indigenous peoples has at least one Association representative. These representatives are elected by local residents for five years only once. These representatives are fluent in both Russian and Yakut language as well as the native language of the village where they live, so they can examine the claims in any of these languages.

Representatives of the Association can be contacted via phone, email or in person (at the offices of the Association). Following the receipt of the complaint the representative will attempt to respond to it as soon as possible (in writing), within 15 days of the receipt thereof. If the representative fails to settle the claim her/himself, he should send a formal request to the PIU. Depending on the essence of the claim the PIU will be responsible for the resolution of the problem or its forwarding to other government agencies. A response to any complaint will be forwarded by the PIU to the applicant in writing within 15 days of its receipt. If more time is needed to resolve the problem, the PIU will notify the applicant in writing and keep him informed about the progress of the complaint review. If no solution satisfying all parties can be found the PIU will send complaints to the Deputy Minister of the Ministry of vocational education, personnel training and placement of Sakha (Yakutia), whose competence include the organization of vocational education in the Republic of Sakha (Yakutia).

b) Forwarding complaints to PIU representatives

When necessary, indigenous peoples can contact the PIU directly without recourse to the Association representative. The PIU phone number and address will be given to indigenous people during the public hearings and be available in settlements' local government offices as well as at the Program sites.

Depending on the nature of the claim the PIU will be responsible either for the resolution of the problem or its forwarding to other government agencies. A response to any complaint will be forwarded by the PIU to the applicant in writing within 15 days of its receipt. If more time is needed to resolve the problem, the PIU will notify the applicant in writing accordingly and keep him informed about the progress of the complaint review. If no solution satisfactory to all parties can be found the PIU will send complaints to the Deputy Minister of the Ministry of vocational education, personnel training and placement of Sakha (Yakutia) whose competence include the organization of vocational education in the Republic of Sakha (Yakutia).

All decisions should take into account the interests and traditions of indigenous peoples. All complainants should be advised of the status of their claims review and decisions taken. All necessary measures need to be taken to ensure speedy response to the claim.

The above procedure does not replace or supersede the rights of citizens to have their claims reviewed through court or other procedure prescribed by the legislation of the Russian Federation.

8. MONITORING AND EVALUATION

The second stage of social assessment will comprise detailed consultations, focus groups with affected IP to assess the Program implementation and impact; they are to be performed by M&E consultants during mid-term review of the Program. Quantitative and qualitative monitoring will be arranged with IP participation.

The following indicators, whose targets will be determined within the first year of project implementation, are offered for monitoring and evaluation:

1. Increased proportion of the population using the professional education services to receive workers professions and satisfied with the quality of socio-cultural and educational environment (to be determined);
2. Increased quantity and quality of educational programs list aimed at support and the development of traditional activities of the indigenous peoples of the North (to be determined);

3. Increased number of students representing indigenous peoples of the North in educational institutions receiving worker professions in technical areas (to be determine);
4. Development of resource capacity and human potential of professional educational organizations, improving their logistical and educational base, improving the conditions for the educational process, in localities populated by indigenous peoples of the North (to be defined later).

Conditions and criteria for monitoring, assessing and reporting on the implementation of the pilot Program will be based on mainly quantitative targets: what measures should be implemented, what measures should be taken, etc. Quantitative indicators will include the number of people exposed to the influence of media and information campaigns and events, number of settlements and people potentially exposed to the implementation of the Program (if potential negative impact is identified), number of received and reviewed complaints, etc. Table 3 presents the proposed approach to monitoring.

Table 3: Principal Indicators of Monitoring and Evaluation

Indicators	Objective	Meaning	Methodology
Planned activities have been implemented and measures taken	Full completion	Yes/No or percent of the level of implementation of each activity	Regular (quarterly) evaluation of the Program prepared with the participation of indigenous people representatives
Proportion of the population affected by information and media events	A fixed percentage of the population, predetermined	Percentage (approximately)	Regular (quarterly) assessment on the basis of the data on the number of text messages, TV and radio audience, personal meetings
Actual negative impact	0 (zero)	Amount in rubles or value in physical terms	Reports the measures taken prepared with the participation of indigenous people representatives
Number of received/reviewed (settled) claims	1 (100%)	Ration	Registration of complaints. Reports on complaints review prepared with the participation of indigenous people representatives

Monitoring activities will be based on the data collected as part of social assessment and include reports prepared at the end of half-year periods of Project implementation (i.e. until June 30 and December 31 of each year of implementation). Monitoring results will be shared with the representatives of the indigenous people and will subsequently be published in open access sources.

Table 4: Issues and Mitigating Measures Developed in the Course of Social Assessment

	Issues	Recommendations on mitigating measures	Specific solutions proposed in the framework of the Program
1	Command or at least understanding of the native language reinforces a sense of belonging to an ethnic group. Native language is significant ethnic identity factor.	As part of workforce training to use the option of the variable part of the FSES in providing opportunities to learn languages of Indigenous Peoples of the North if so desired by students.	Include in the variable parts of the curricula the study of the languages of indigenous peoples of the North is so desired by students.
2	It is necessary to promote the preservation of the traditional way of life of indigenous peoples, nomadic lifestyle and their languages.	In educational institutions, resume enrollment for the study of occupations that are necessary to sustain the traditional lifestyle of the indigenous peoples of the North.	Resume enrollment for the specialty of “Chum worker”, “Manufacture of leather and fur products”, “Reindeer”, “Fisherman of coastal fishing”, Reindeer-technician”, “Game management”, “Fishing”, “Technology of production and processing of agricultural products”, “Fur-farming”
3	The gradual unification is	Take into account the mentality and	Strengthen ethno cultural

Indigenous Peoples Planning Framework for the Workforce Skills Development for Socio-Economic Development of the Republic of Sakha (Yakutia) for 2014-2019

	Issues	Recommendations on mitigating measures	Specific solutions proposed in the framework of the Program
	taking place, accelerated loss of ethnic identity by indigenous representatives	specificity of indigenous peoples of the North in the implementation of the educational process	component in the block of social and humanitarian disciplines, study history, culture and traditions of indigenous peoples.
4	Vocational education institutions exist as if by themselves, not integrated into local community	Educational institutions in areas densely populated by indigenous peoples of the North strengthen and increase the level of interaction with local communities, have a dialogue with indigenous peoples.	Develop programs of dialogue and interaction with local indigenous population.
5	Effective social adaptation of students largely determines his motivation, direction and nature of training activities, psychological comfort, satisfaction with personal professional growth and successful learning in the institution.	The problem of adaptation is relevant because of the lack of psychological, moral and emotional preparedness for life in a foreign city environment. Adaptation programs are needed for freshmen in institutions.	Develop in educational institutions special programs for social adaptation of freshmen belonging to indigenous peoples.
6	In the city of Yakutsk there are not enough beds in the dormitories of educational institutions that train workers.	Envisage construction of student dormitory, certain quotas should be allocated for indigenous representatives.	Allocate certain quotas in dormitories for indigenous representatives.
7	Contribution to the training of workers among indigenous peoples is the most effective in terms of long-term social and educational effects.	Educational institutions to strengthen professional counseling to attract students to learn professions associated with traditional land use and conservation of traditional lifestyles.	Develop measures to enhance the prestige of specialties related to traditional land use and conservation of traditional lifestyles.
8	There is a lack of skilled workers in organizations that operate in areas with high concentration of indigenous peoples.	It is necessary to create conditions to create human resources for professional institutions that operate in areas with high concentration of indigenous peoples.	Update and qualitative improvement of the staff of the institutions of vocational education, setting up a continuous system of retraining and advanced training of employees; ensuring the development of a set of measures for social support of staff and students, maintaining teaching staff in vocational education institutions.
9	Vocational education may become inaccessible for children whose parents are unable to pay for their children study in educational institutions. A large share of nonresident students, usually from poor families, leads to a reduction in the number of trained personnel working in	To the extent possible to provide free or target places, grants, financial aid to pay for travel costs for students from places of compact residence of indigenous peoples.	Develop mechanisms for financial support to indigenous students.

Indigenous Peoples Planning Framework for the Workforce Skills Development for Socio-Economic Development of the Republic of Sakha (Yakutia) for 2014-2019

	Issues	Recommendations on mitigating measures	Specific solutions proposed in the framework of the Program
	the region and consequently would increase the flow of labor from outside the republic		
10	The main reasons why graduates of indigenous peoples do not work in a specialty or do not keep their employments in the industry include: lack of adequate qualifications, experience, difficult working conditions and relatively low earnings; part time employment, curtailment of traditional industries in the region.	Pay special attention to increasing qualifications of personnel of indigenous peoples descent as many of them remain low-skilled workers for a long time.	Develop effective training programs for the workforce of indigenous peoples
11	Inability of enterprises to provide housing for young professionals make it practically impossible their continued employment in industry enterprises concentrated mainly in cities and large towns.	Provide effective assistance in promoting the integration of graduates with workers, industrial, multiethnic working collectives and enterprises in the region;	Suggest contracts with employers to offer the possibility of providing young indigenous professionals with housing.
12	The opinion of indigenous peoples in implementation, opening, closing of certain areas in the framework of workers training is not taken into account.	Pay special attention to the development of Arctic tourism (visiting the cold pole, northern native villages and towns) related to the strengthening and modernizing the Arctic production service.	Forecasting of new specialties and professions and conversion of existing ones should be tailored based on the needs of indigenous representatives.
13	The is an acute problem of training of workers and overall conservation of reindeer in areas of compact residence of indigenous peoples	Investigate the possibility of opening branches of educational institutions for professions related to reindeer in the village of Topolinoe of Tomponsky ulus and the village of Hatystyr of Aldansky ulus;	Open branches of educational institutions in the village of Topolinoe of Tomponsky ulus and the village of Hatystyr of Aldansky ulus;
14	In recent years, particularly importance is attached to ecological security, preservation and protection of the Arctic environment, rational use of natural resources, elimination of environmental consequences of economic activity in the face of increasing economic activity and global climate change.	Therefore, the discovery of new areas as well as continued training for such professions as “Master of Forestry”, “Huntsman” is necessary in view of widespread violation of the traditional land use of indigenous peoples. It is worth thinking about additional qualification in the specialty “Study of the North” as these professionals can incorporate comprehensive	Resumption and continuation of training for the profession “Master of Forestry”, “Huntsman” additional qualification as part of the profession “Study of the North”

	Issues	Recommendations on mitigating measures	Specific solutions proposed in the framework of the Program
		knowledge of the laws of the Arctic and northern natural and social processes.	
15	There is a contradiction between the need for further changes in professional-qualification training structure with the changing labor market infrastructure and the lack of real demand for worker training, proven methods of forecasting of worker training by profession and occupation.	Carry out optimization of the professional-qualification structure of the network of vocational education institutions; convert part of vocational education institutions to training workers for priority sectors of the traditional Arctic economy.	Conduct foresight (forecast) market research of worker professions given the market of priority sectors of the traditional market Arctic economy.

9. BUDGET

Sufficient resources from the fund will be allocated to cover all costs associated with the implementation of “precautions” (including travel, accommodation, translation and interpretation), as well as costs associated with the operation, monitoring and evaluation. Additional public hearings in the village of Chersky of Nizhekolymskiy ulus will be held in conjunction with regular annual reports of the official representatives of the republic's authorities in these settlements, thus reducing some of the costs.

In case of negative impact during the extensive consultations in the framework of this pilot Program funds will be immediately allocated to mitigate these effects.

10. DISCLOSURE ARRANGEMENTS

The pilot Program will be widely disseminated among the indigenous population in the project sites in Russian and Yakut languages. The decision to translate the documents into the languages of the local indigenous population will be taken depending on the specific needs of each locality. If the documents are not translated into the languages of indigenous peoples, representatives of the Association on the ground will make sure that all residents understand their content and will respond to all their questions and complaints. The Association will also provide written documentation confirming that site has consulted with representatives of indigenous peoples and does not consider it necessary to provide translation into the even language.

The documents will be available in the local administration building of the village, on the

website of the Ministry of vocational education, personnel training and placement of the Republic of Sakha (Yakutia). When changes are made to the pilot Program, the new edition will also be made available.

11. CONCLUSION


The Program “Workforce Skills Development for Socio-Economic Development of the Republic of Sakha (Yakutia)” can contribute to socio-economic development of the region with due consideration of specific features and prospects of territories, industrial facilities and settlements aiming to improve the lives of peoples living in the North, promote ethnic subnational entities, develop social infrastructure, industrial and mining enterprises, energy and transport systems. The Program can bring skilled workforce and professionals to the regional labor market, help to better and more effectively engage young professionals and workers from IP in mega-projects, convert irrelevant and offer new occupations and professions demanded by the labor market.

ANNEX 1. REPORT ON CONSULTATION ON THE DRAFT INDIGENOUS PEOPLES PLANNING FRAMEWORK WITH INTERESTED PARTIES


Date: June 5, 2014

Venue: Yakutsk

Venue	Objective	Invitees	Participants	Summary, conclusions and comments
Yakutsk	To describe the credit line, including IPPF, Environmental Guidelines and solicit feedback	<p>The public consultation announcement was published at http://sakha.gov.ru/node/175289.</p> <p>An invitation to participate in Consultation was also sent to the following institutions (sample attached below):</p> <ul style="list-style-type: none"> • Association of Small-Numbered Indigenous Peoples of the North • Standing Committee on Small-Numbered Indigenous Peoples of the North and Arctic Affairs (State Assembly) • Institute of Humanitarian Research and Problems of Small-Numbered Indigenous Peoples of the North (Siberian Branch, Russian Academy of Sciences) 	List attached below	<p>On the meeting presentations were made on: Indigenous Peoples Planning Framework for the project.</p> <p>The attendees actively participated in discussions, which were mainly focused on the Bank's Indigenous Peoples Planning procedures and capability of authorities to perform monitoring of sub-projects.</p> <p>After the meeting, on the basis of input from participants as well as electronically received comments from interested parties on Summary Draft IPPF posted one week earlier on MES, there were relevant corrections made in both IPPF main text and IPPF Annexes to better meet stakeholders' concern.</p>



Министерство профессионального образования, подготовки и расстановки кадров Республики Саха (Якутия)



Русский / English / Сахаалы
Версия для слабовидящих
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Главная | Исполнительные органы государственной власти
Министерство профессионального образования, подготовки и расстановки кадров Республики Саха (Якутия)



[Назад](#)

Проекты конкурсных заявок

В рамках реализации проекта «Подготовка рабочих кадров для социально-экономического развития регионов» на 2014 – 2019 годы Министерством профессионального образования, подготовки и расстановки кадров Республики Саха (Якутия) представлена к рассмотрению общественностью Рамочная оценка по вопросам коренных малочисленных народов к проекту.

Целью Рамочной оценки является идентификация положительных и негативных последствий Программы в отношении коренных малочисленных народов Республики Саха (Якутия) (КМНС) и обеспечение того, что негативные последствия будут минимизированы и положительные стороны будут усилены на основе свободных, предварительных и осознанных консультаций с КМНС.

Просим вносить свои замечания и предложения по проекту по адресу:
677000 г. Якутск, ул. Курашова, д. 36, каб. 406, тел/факс 8(4112) 42-05-96, upo_mnipo@mail.ru

Файлы:
 [INDIGENOUS PEOPLES PLANNING FRAMEWORK for the WORKFORCE SKILLS DEVELOPMENT FOR SOCIO-ECONOMIC DEVELOPMENT OF THE REPUBLIC OF SAKHA \(YAKUTIA\) FOR 2014-2019](#)
 [РАМОЧНАЯ ОЦЕНКА ПО ВОПРОСАМ КОРЕННЫХ МАЛОЧИСЛЕННЫХ НАРОДОВ для ПИЛОТНОЙ ПРОГРАММЫ «ПОДГОТОВКА РАБОЧИХ КАДРОВ для СОЦИАЛЬНО-ЭКОНОМИЧЕСКОГО РАЗВИТИЯ РЕСПУБЛИКИ САХА \(ЯКУТИЯ\)» на 2014 – 2019 ГОДЫ](#)

[Назад](#)

Public disclosure of IPPF (in English)

The Ministry of Vocational Education, Training and Workforce Deployment of the Republic of Sakha (Yakutia)

Draft Competition applications

In the course of implementing the project “Workforce Development for Socio-Economic Development of Russian Regions” for 2014-2019, the Ministry of Vocational Education, Training and Workforce Deployment of the Republic of Sakha (Yakutia) has submitted to public consideration the Indigenous Peoples Framework Assessment for the above project.



The Framework intends to identify positive and negative impacts of the project on indigenous and small-numbered peoples of the Republic of Sakha (Yakutia) (IP) as well as to minimize negative and enhance positive impacts based on free, prior and informed consultations with the IP.

Please submit your comments and suggestions regarding the project to:

677000 Yakutsk, 26, room 406, tel./fax 8(4112) 42-05-96, upo_mnipo@mail.ru

Indigenous Peoples Planning Framework for the Workforce Skills Development for Socio-Economic Development of the Republic of Sakha (Yakutia) for 2014-2019

Invitation letter (In Russian)

Министерство профессионального образования, подготовки и расстановки кадров Республики Саха (Якутия)		Саха Өрөспүүбүлүкэтин профессиональной үөрэхтээһиниэ, кадры бэлэмнээһиниэ уонна аттаран туруорууга министиристибэтэ
<small>ул. Курашова, д.36, г. Якутск, 677000, тел. 8(4112) 42-35-89, факс 8(4112) 42-51-59 http://www.sakha.gov.ru/minprof E-mail: minprof@sakha.gov.ru</small>		
<div style="display: flex; justify-content: space-between;"><div>30.05 2014 г. № 07-14/2086 на № _____ от _____</div><div style="text-align: right;">Президенту Ассоциации коренных малочисленных народов Севера, народному депутату Республики Саха (Якутия) А.В.Кривошапкину</div></div>		
Об общественном слушании		
Уважаемый Андрей Васильевич!		
<p>Министерство профессионального образования, подготовки и расстановки кадров Республики Саха (Якутия) в рамках реализации проекта «Подготовка рабочих кадров для социально-экономического развития регионов» на 2014 – 2019 годы представляет к рассмотрению общественностью Рамочную оценку по вопросам коренных малочисленных народов, размещенную для публичного обсуждения на официальной сайте Министерства по эл. адресу http://sakha.gov.ru/node/175289.</p> <p>Целью Рамочной оценки является идентификация положительных и негативных последствий Программы в отношении коренных малочисленных народов Республики Саха (Якутия) (КМНС) и обеспечение того, что негативные последствия будут минимизированы и положительные стороны будут усилены на основе свободных, предварительных и осознанных консультаций с КМНС.</p> <p>В связи с этим, уважаемый Андрей Васильевич, приглашаем Вас и членов Ассоциации принять участие в общественном слушании проекта, которое состоится 05 июня т.г. в 17.00 час. по адресу: г.Якутск, ул.Курашова, д.36, 5 этаж, актовый зал.</p> <p>Предложения и замечания возможно направить в Министерство по тел/факс 8(4112) 42-05-96 или на эл.почту: upro_mnipo@mail.ru</p> <p>Приложение: Рамочная оценка по вопросам КМНС на 28 л. в 1 экз.</p>		
<div style="display: flex; justify-content: space-between;"><div>С уважением, Заместитель министра</div><div style="text-align: center;"></div><div>А.Н.Шишигина</div></div>		
<div style="display: flex; justify-content: space-between;"><div>Семенова М.А., 42-05-96</div><div></div><div></div></div>		

Invitation letter (In English)

REPUBLIC OF SAKHA (YAKUTIA)

Ministry of Vocational Education, Training and Staffing

Kurashova Str., 36, Yakutsk, 677000, tel. 8(4112)42-35-89, fax 8(4112)42-51-59

hppt://www.sakha.gov.ru/minprof E-mail: minprof@sakha.gov.ru

May 30, 2014

01-14/2066

A.V. Krivoshapkin

Chairman

Association of Small-Numbered Indigenous Peoples of the North

People's Deputy

Re.: Public Hearings

Dear Andrey Vasilievich,

As part of the Skills for Regional Development Project to be implemented in 2014 – 2019, the Ministry of Vocational Education, Training and Staffing of the Republic of Sakha (Yakutia) is presenting the draft Indigenous Peoples Planning Framework for the project, made publicly available for discussion at the official site of the Ministry ([hppt://www.sakha.gov.ru/node/175289](http://www.sakha.gov.ru/node/175289)).

The Indigenous Peoples Planning Framework was prepared to identify both positive and negative impact of the program on small-numbered indigenous peoples of the Republic of Sakha (Yakutia) and ensure minimization of negative impact and enhancement of benefits through prior free informed consultations with IPs.

In view of this, we are inviting you and other members of the Association to take part in the public hearings of the draft to take place at 05:00 p.m., on June 5, 2014 (the assembly hall, Kurashova Str., 36, Yakutsk).

Proposals and comments may be forwarded to the Ministry by phone/fax: 8(4112)42-05-96 or by e-mail: upo_mnipo@mail.ru.

Attachment: one copy of the Draft Indigenous Peoples Planning Framework on 28 pages

Sincerely,

A.N. Shishigina

Deputy Minister

Minutes of Consultations

ПРОТОКОЛ
публичного слушания по проекту Рамочная оценка по вопросам
коренных малочисленных народов к проекту «Подготовка рабочих
кадров для социально-экономического развития регионов
на 2014-2019 годы»

от 05 июня 2014 года
Начало: 17ч.00м.

На публичном слушании присутствовали: 18 чел. руководители профессиональных образовательных учреждений, представители общественных организаций, научные работники (список участников прилагается).

Повестка дня

1. Обсуждение проекта «Подготовка рабочих кадров для социально-экономического развития регионов на 2014-2019 годы»

Шишигина А.Н., заместитель министра профессионального образования, подготовки и расстановки кадров Республики Саха (Якутия) ознакомила участников публичного слушания с проектом «Подготовка рабочих кадров для социально-экономического развития регионов на 2014-2019 годы».

Вопросы:

Вопрос: Было предложение открытие колледжа оленеводства в с. Тополиное Томпонского района.

Ответ: Развитие учреждений профессионального образования, в том числе открытие новых учреждений профессионального образования вложено в государственной программе «Развитие профессионального образования Республики Саха (Якутия) на 2014-2016 годы». Открытие новых учреждений предусматривает вложение финансовых средств, так как это строительство новых объектов. К сожалению, данной программой на строительство средства не предусмотрены.

Вопрос: В связи с новым законом образования как будут получать профессиональное образование молодежь, не имеющее среднего полного общего и основного образования?

Ответ: Они могут получать профессиональное образование на краткосрочных курсах. С прошлого года мы практикуем, в целях поддержки такой молодежи и населения, обучение на краткосрочных курсах за счет средств бюджета. Таким образом, население не зависимо от возраста могут

получить рабочую квалификацию бесплатно. Таких мест предусмотрено в 2014 году 630 по сравнению с 2013 годом увеличено на 256 мест.

Вопрос: Коренные малочисленные народности Севера имеют ли льготы при поступлении?

Ответ: Молодежь из числа малочисленных народов республики поступают в высшие учреждения профессионального образования на общих основаниях по конкурсу. Поступление в учреждения среднего профессионального образования общедоступное. Если образуется конкурс по той или иной специальности, то учитывается средний балл аттестата.

Вопрос: Имеется ли повышенные стипендии для малочисленных народов Севера?

Ответ: Специальные повышенные стипендии для обучающихся из числа малочисленных народов в учреждениях среднего профессионального образования не предусматривается.

Вопрос: Сохранилась ли подготовка кадров в Нижнеколымском колледже народов Севера по специальности «Педагогика и методика начального образования»?

Ответ: В настоящее время подготовка учителей начальных классов в Нижнеколымском колледже народов Севера приостановлена, т.к. потребность в таких кадрах обеспечивают Вилюйский педагогический колледж и Якутский педагогический колледж.

Выступления:

1. *Борисова У.С.* Данный проект предусматривает подготовку рабочих кадров для социально-экономического развития Республики Саха (Якутия), в том числе из числа малочисленных народов Якутии. В связи с этим необходимо посмотреть в проекте, не ущемлены ли права коренных малочисленных народов Севера.

2. *Марфусалова А.Д.* В проекте необходимо учитывать специфику подготовки кадров в колледже г. Нерюнгри, так как в Нерюнгринском районе проживают малочисленные народности Севера.

3. *Кривошапкин А.В.* Данный документ для нас новый, ранее такого у нас не было. Как председатель Ассоциации народов Севера предлагаю поддержать данный проект. Мы будем активно участвовать в реализации данного проекта. Мы поддерживаем и более того изъявляем желание сотрудничать. В текущем 2014 году должен быть ориентиром Год Арктики. В связи с этим, в середине октября отмечается 25-летие Ассоциации, приуроченное Году Арктики. В рамках Года Арктики и в связи с этой датой проведем научно-практическую конференцию. В данных мероприятиях предлагаю провести круглый стол по данной теме, так как подготовка кадров для Севера, для Арктики – это основной вопрос развития. Мы соберем своих

активистов, отдадим свои наработки и предложения. В дальнейшем Ассоциацию будет вести Вячеслав Иванович, надо будет обратиться к нему. Я со своей стороны всегда буду держать в поле своего зрения. Надо чтобы на все деловые обращения Ассоциации были положительные реакции.

Также предлагаю открыть для развития таежного оленеводства в с. Тополиное Томпонского района колледж. Нижнеколымский колледж народов Севера находится слишком далеко, до него добраться трудно. Там обучается оленеводов тундровиков, поскольку там тундра. А Тополиное – это центр, сюда стикаются Оймяконский, Момский и Верхоянский улусы, они между собой связываются. Открытие колледжа таежного оленеводства было бы здорово, помогло бы привлечь молодежь к оленеводству.

4. *Кривошапкин А.В.* Необходимо поддержать создание техникума в с. Тополиное. Очень хорошо, что открыли Центр развития оленеводства в Нижнеколымском улусе. Вышесказанные мною мероприятия будут также проведены в рамках месячника, посвященного 100-летию образования Якутской АССР. На круглом столе необходимо раздать материалы об учреждениях профессионального образования.

5. *Марфусалова А.Д.* Для коренных народов Севера нужно организовать сквозное образование: детсад – школа – профессиональное образование. В школах не хватает учителей предметников, поэтому уровень школьников очень низкий. ЕГЭ сдают на низкие баллы. Поэтому необходимо такая схема образования, особенно в мелких поселениях. Должна быть связь детского сада со школой, школы с учреждениями профессионального образования. На сегодня идет старение кадров на Севере, молодежь не идет. Сейчас система образования направлена на получение качественного знания, и не направлена на воспитание нравственных идеалов. Профессиональное образование должно быть взаимосвязано со школой. Для малочисленных народов, для сохранения их традиционного образа жизни и промысла профессиональное обучение необходимо.

6. *Шадрин В.И.* При реализации мероприятий, предусмотренных в рамке, учитывать существующую нормативно-правовую базу. В проекте добавить повышение квалификации работающих оленеводов и организацию выездного обучения работающего взрослого населения Севера.

Комментарии/решения:

По пункту 1: Рамочная оценка по вопросам коренных малочисленных народов учитывает данный вопрос.

По пункту 2: Специфика подготовки кадров в колледже г. Нерюнгри будет учитываться при дизайне проекта.

По пункту 3: Строительство новых образовательных учреждений не планируется в рамках данного проекта.

По пункту 4: Строительство новых образовательных учреждений не планируется в рамках данного проекта.

По пункту 5: При разработке новых программ профессионального обучения в рамках проекта в Республике Саха (Якутия) будет учитываться их преемственность с программами общего образования. Данный аспект отразить в рамочной оценке по вопросам коренных малочисленных народов.

По пункту 6: Новые короткие программы профессионального обучения, разрабатываемые в рамках проекта в Республике Саха (Якутия), будут учитывать потребность профессий коренного населения. При реализации мероприятий, предусмотренных в рамках, проектом будет учитываться существующая нормативно-правовая база. Данные аспекты необходимо отразить в рамочной оценке по вопросам коренных малочисленных народов. Подготовка оленеводов может быть поддержана проектом, если Министерство профессионального образования, подготовки и расстановки кадров Республики Саха (Якутия) определит программу подготовки по данной профессии как приоритетную.

Единогласным голосованием принято решение: Одобрить проект с учетом высказанных предложений.

Общественные слушания завершились 18 ч. 40 м.

Протокол вела: Л.И.Иванова

Заместитель министра

А.Н. Шишигина

Public hearings to discuss the draft Indigenous Peoples Planning Framework (IPPF) for the Skills for Regional Development Project to be implemented in 2014-2019

MINUTES

June 5, 2014
05:00 p.m.

The public hearings were attended by 18 persons: managers of TVET schools, representatives from civil society organizations and research officers (the list of participants is attached).

Agenda

2. Discuss the Skills for Regional Development Project to be implemented in 2014-2019

A.N. Shishigina, Deputy Minister of Vocational Education, Training and Staffing of the Republic of Sakha (Yakutia), informed the audience about the Skills for Regional Development Project to be implemented in 2014-2019.

Questions and answers:

Question: It was proposed to open a reindeer herding college in Topolinoye Village in the Tompo Rayon.

Answer: The development of vocational education organizations, including opening of new ones, is planned as part of the government program titled *Vocational Education Development in the Republic of Sakha (Yakutia) for 2014-2016*. Opening of new TVET schools requires investment of financial resources because it means construction of new facilities. Unfortunately, this program does not provide for funding the construction.

Question: How will young people without complete secondary general and basic education receive education in accordance with the new law on education?

Answer: They will be able to receive vocational education through short training courses. Since 2013, in support of such youth and other people, we have been providing training via short courses, funded from the budget. Therefore, regardless of the age, people may acquire vocational skills on a gratis basis. In 2014, there will be 630 free places at such courses, i.e. by 256 places more than in 2013.

Question: Do small-numbered indigenous peoples of the North have any benefits at admission?

Answer: In Yakutia, indigenous youth is admitted to tertiary education institutions according to the general rules on a competitive basis. Admission to secondary vocational schools is accessible for all. If the number of applicants to a program exceeds the number of places, the Grade Point Average is taken into account to select students.

Question: Are there enhanced stipends for small-numbered indigenous peoples of the North?

Answer: Enhanced stipends are not paid in secondary TVET schools to specifically benefit

students from small-numbered indigenous peoples of the North.

Question: Does the Nizhnekolymsk College of Peoples of the North continue to provide specialized training in primary education pedagogics and teaching methods?

Answer: Currently, the Nizhnekolymsk College of Peoples of the North suspended its training of primary school teachers because the demand for them is met by the Vulyuysk Teacher Training College and the Yakutsk Teacher Training College.

Comments:

1. *U.S. Borisova:* This project is to provide workforce training for social and economic development in the Republic of Sakha (Yakutia), including such training for small-numbered indigenous peoples of Yakutia. Therefore, it is necessary to make sure that the project does not infringe the rights of small-numbered peoples of the North.
2. *A.D. Marphusalova:* The project should take into account the specifics of training in the college in Neryungri as the Neryungri Rayon homes small-numbered indigenous peoples of the North.
3. *A.V. Krivoschapkin:* The document is new for us; we have not faced anything similar earlier. As the Chairman of the Association of Peoples of the North, I propose to support this project. We shall take an active part in its implementation. We support it, and, moreover, express our willingness to cooperate. In 2014, the focus should be made on the Polar Year. In addition, in mid-October, the Association is going to celebrate its 25th anniversary, coinciding with the Polar Year. To mark the Polar Year and the anniversary, we shall hold a conference. I suggest organizing a roundtable under this Conference to discuss workforce training issues in view of the fact that human resource training for the North, for the Arctic Region is a key development issue. We shall bring together our active members, and present our best practices and proposals. In future, the Association will be chaired by Mr. V.I. Shadrin, so he should be approached. On my part, I shall keep watching the development. It is necessary to ensure that all business communications of the Association have positive responses.
I am also proposing to open a college in Topolinoye Village in the Tompo Rayon for promoting taiga reindeer herding. The Nizhnekolymsk College of Peoples of the North is located too far, it is difficult to get there. It trains tundra reindeer herders because it is situated in tundra. Topolinoye Village is a centre for the Oimyakonskiy, Momskiy and Verkhoyanskiy Uluses which are linked with one another. It would be really great to open a college for taiga reindeer herding – it would attract youth to reindeer herding.
4. *A.V. Krivoschapkin:* It is necessary to support the idea of opening such a college in Topolinoye Village. It is very good that we have opened the Centre of Reindeer Herding Development in the Nizhnekolymsk Ulus. We are also going to organize events on the occasion of the Month of Celebrating the 100th anniversary of the Yakut Autonomous Soviet Socialist Republic. Roundtable participants should be provided with handouts on how vocational education was instituted.
5. *A.D. Marphusalova:* It is necessary to put in place a system of integrated education for indigenous peoples of the North: kindergarten-school-vocational education. Schools lack subject teachers therefore the levels of learning achievement are very low. School leavers have poor results of the Unified State Exam. So, it is necessary to put in place such education arrangements, especially, in small settlements. There should be links between the kindergarten and school and between the school and vocational education institutions. As of today, we are facing ageing of human resources in the North, youth would not come. The existing education system is focused on providing high-quality knowledge rather than on fostering ethical values. Vocational education should be interlinked with the general school.

Vocational training is necessary for small-numbered peoples to preserve their traditional lifestyles and economies.

6. *V.I. Shadrin:* Project activities reflected in the IPPF should be implemented in consideration of existing regulatory and legal framework. Add professional development for practicing reindeer herders and in-service training for adult people in the North.

Response/decisions:

On the 1st issue: Indigenous Peoples Planning Framework already addresses the issue.

On the 2nd issue: The project will take into account the specifics of training in the college in Neryungri.

On the 3rd issue: Construction of new educational institutions is not planned in the framework of the Project.

On the 4th issue: Construction of new educational institutions is not planned in the framework of the Project.

On the 5th issue: New TVET programs developed within the project in Republic of Sakha (Yakutia) will provide opportunities for smooth transition from school to college. The issue will be reflected in the text of IPPF.

On the 6th issue: Project activities will be implemented in consideration of existing regulatory and legal framework. New short TVET programs developed within the project in Republic of Sakha (Yakutia) will take into account demand in occupations from IP side. Issues will be reflected in the text of IPPF.

Reindeer herders can be part of the project if the MOES selects this occupation as a priority program to be supported.

The participants unanimously voted for the decision to endorse the draft upon accommodation of the expressed proposals.

The public hearings were completed and closed at 06:40 p.m.

The above records made by: L.I. Ivanova

Deputy minister

A.N. Shishigina

Indigenous Peoples Planning Framework for the Workforce Skills Development for Socio-Economic Development of the Republic of Sakha (Yakutia) for 2014-2019





List of Participants

Участники публичного слушания по проекту Рамочная оценка по вопросам коренных малочисленных народов к проекту
«Подготовка рабочих кадров для социально-экономического развития регионов»
на 2014 – 2019 годы

№	Ф.И.О.	Должность/место работы	Телефон	Подпись
1.	Тарасова Татьяна Семёновна	к.т.н., д.соц.н., профессор кафедры социологии и управления кадров персоналом Фискально- экономического департамента СВЯЗ им. М.К. Аммосова	89142225470	
2.	Кривоманский Виктор Васильевич	кандидат, карьерный консультант, авторизованный и сертифицированный специалист, карьерный консультант Республики Саха (Якутия), президент АКМНС РС(Я)	89141001488	 85141001488
3.	Маргусяева Августа Дмитриевна	Президентом Совета старейшин Ассо- циации коренных малочисленных народов Севера РС(Я), кандидат наук по специальности (социология) РС(Я) Ф.И. Вудякова, ст. науч. сотрудник по правовым вопросам в РС(Я)	8904663803	
4.	Шадрин Виктор Иванович	Кандидат социологии ИТНПМНС СВ РАК, член Совета Ассоциации карьерных кон- сультантов по вопросам карьеры высококвали- фицированных кадров в Республике РС(Я), член Ассоциации АКМНС РС(Я)	8(4112)35-49-96	
5.	Оксененкова Мария Фроловна	Главный специалист отдела КАКС Департамента по делам коренных РС(Я)	8(4112)45-02-96	
6.	Васильева Виктория Александровна	Специалист в сфере по управле- нию производственной работой ТБПОУ РС(Я), должность «Специалист по кадрам техники»	8(4112)34-11-94	
7.	Шиндуров Нарцанна Кириллович	Зав. методической ТБПОУ РС(Я) Академии сельскохозяйственной тех- ники	8(4112)37-11-94	

8.	Томасова Оксана Дмитриевна	СВЯЗ РС(Я) АКАД инженер ООО	89142486795-73	
9.	Полковская Ира Дмитриевна	зав. территориальными отделениями ТБПОУ РС(Я) АКАД	89243666631	
10.	Нертова Мария Васильевна	инженер ТБПОУ РС(Я) АКАД	89142257920	
11.	Оксененкова Мария			
12.	Уголин Александр Иванович	зав. учебно-методическим ТБПОУ РС(Я) АКАД	89142896900	
13.	Винокурова Антонина Александровна	своя, доцент кафедры северной филологии им. А.М. Аммосова РС(Я)	89142247957	
14.	Николаева Валентина Викторовна	СВЯЗ, доцент, зав. кафедрой структурной и психологии кадров ТБПОУ им. А.М. Аммосова РС(Я)	89641242826	
15.	Савенкова Мария Александровна	член Совета ветеранов профессионального образования РС(Я)	89142269506	

Indigenous Peoples Planning Framework for the Workforce Skills Development for Socio-Economic Development of the Republic of Sakha (Yakutia) for 2014-2019

16.	Исупурев Александрович	директор ГБУ РС(Я) "Термо-геоэкологический техникум" п. Хандыга	89248704262	
17.	Серцев Александр Александрович	директор ИБФУ "Профессиональный университет №27"	89142225329	
18.	Сектаев Сергей Степанович	директор ГБОУ РС(Я) "Оленевский техникум" п. Зорь	89841004888	
19.	Лавренцев Валентин Арсеньевич	мен. отдела кадров Районный ИК СКА	89243690185	
20.				
21.				
22.				