Employment and entrepreneurship in TVET policies of Central Asian countries

Based on the Sub-regional Study on Life-learning in Central Asia

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### Socio-economic development of Central Asia: general trends

- Starting market reforms from zero level, hence a lot of difficulties and obstacles in the formation of labor markets.
- The creation and development of the legislative and institutional framework of the labor market: employment services and employment promotion funds.
- The aggravation of the demographic situation.
- Deficit of quality personnel, high-level specialists with flexible and cross-cutting skills.
- The mismatch of professional knowledge and skills with competencies of the labor market.
- The leading role of governments in regulating the labor market.
- Weak career guidance service.
The employment level across the region shows relatively stable dynamics.

Employment level in 2015

Kazakhstan: 80.4%
Kyrgyzstan: 67.2%

Change from 2013:
- Kazakhstan: -0.4%
- Kyrgyzstan: +0.9%

Reduction of unemployment across the region varies from 5% to 11.5% of the economically active population.

Source: TORINO PROCESS. Regional report: Central Asia
The employment level across the region shows relatively stable dynamics.

The level of education in the countries of the region is different:

- Adults receiving higher education:
  - Kazakhstan: 33.3%
  - Kyrgyzstan: 22.1%
  - Tajikistan: 10.5%

In most countries of the region, participation in the VET system has increased:

- Kazakhstan: 40.5%
- Kyrgyzstan: 37.2%
- Tajikistan: 6.4%
- Uzbekistan: 93%

Percentage of students from secondary education studying in professional programs.

The share of unemployed and uneducated citizens in the region is growing.

Percent change from 2013:

- Kazakhstan: +5.5%
- Kyrgyzstan: +0.9%

Source: [TORINO PROCESS Regional report: Central Asia](#)
Providing employment and entrepreneurship through TVET in Central Asia: the existing conditions

- The transition to modular training programs based on professional standards, through the national development strategy of the Republic of Kazakhstan.

- Introduction of a competency-based education model focused on the outcome and inclusion of sustainable development issues in new state educational standards (Kyrgyzstan).

- Integration of employment and entrepreneurship issues in the curricula of Vocational Education and Training (Central Asia).

- State projects for free Vocational Education and Training (Kazakhstan, Uzbekistan).

- Licensing of educational activities, non-formal education (Kyrgyzstan, Tajikistan, Uzbekistan).

- Establishment of centers, associations of adult education (Kyrgyzstan, Tajikistan).

- Institutional and profile diversity, multiplicity of organizations on Adult education and training, Non-formal education (Central Asia).

- The availability of a broad public initiative in non-formal education, as a reflection of the growing need of young people and adults in continuing education (Central Asia).
General challenges of socio-economic development

- Discrepancy between the current labor market demand of quality personnel and the actual level of training of employees and graduates of vocational education and training institutions.

- The aggravation of the need for specialists of the new developments with broad, cross-cutting competencies and flexible skills for sustainable development.

- Training of new skills and competencies has not become a priority.

- The need to modernize the policy on formal and informal professional education and training, training and professional development of staff, integration of lifelong learning and cross-cutting skills in the content of education.
Potential for TVET reforms of Central Asian countries

- Development of an integrated TVET vision; concept and strategy of adult education and training.
- Development of a national qualification system; creation of National Qualification Frameworks.
- Introduction of mechanisms of the system of recognition, validation and accreditation in Adult Education and Training.
- Ensuring openness and accessibility non-formal education.
- The introduction of a career guidance system.
- Training of qualified trainers for adult education and training and non-formal education courses.
- Integration of cross-cutting competencies and personal values of the 21st century into the curricula of all organizations of formal and non-formal education.
- Organization of statistics and research in the field of non-formal education.
- Creation of government information systems of the labor market.
Thank you for your attention!

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