Enhancing the use of data and NQF for better skills' policies in Central Asia

Session on Strengthening data-informed education and training policy development

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Draft

Programme

34 Member countries

This map is for illustrative purposes and is without prejudice to the status of or sovereignty over any territory covered by this map

Australia, Austria, Belgium, Canada, Chile, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Japan, Korea, Luxembourg, Mexico, Netherlands, New Zealand, Norway, Poland, Portugal, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, United Kingdom, United States

Broad policy expertise

Horizontal policy areas
- ✓ Education
- ✓ Competitiveness
- ✓ Investment
- ✓ Public Governance and Territorial Development
- ✓ Entrepreneurship, SMEs and Local Development
- ✓ Employment, Labour and Social Affairs
- ✓ Trade
- ✓ Tax Policy and Administration

Sector-specific policy areas
- ✓ Agriculture
- ✓ Industry
- ✓ Science and Industry
- ✓ Financial and Enterprise Affairs

A forum where governments can compare policy experiences and address the economic, social and governance challenges of globalisation as well as exploit its opportunities

Developing skills in Central Asia - 2013 findings

Tools to support VET

Mechanisms to engage key stakeholders

Focus for today

Tools to assess the effectiveness of training and education

Recommendations

Facilitating greater involvement of SMEs and employers by using incentives to participation

1 **Strengthening the database** through tracer studies of VET graduates and employer surveys

2 **Developing National Qualifications Frameworks** and Occupational standards

Agenda

1. **Strengthening the database to inform policy-making**

2. Developing National Qualifications Frameworks and Occupational standards

3. Way Forward

Strengthening the database through tracer studies of VET graduates and employer surveys – 2013 findings

Tools to collect data on labour market outcomes

Tracer studies of VET graduates
- Career path of VET graduates
- Relevance of training
- Employment / Unemployment
- Dissatisfaction and areas of improvement

Employers' surveys
- Skills and qualifications at the workplace
- Existing skill gaps
- Current Staff training and future decisions
- Future skill needs
- Expected development of VET

Data need to be discussed with all stakeholders, and used to inform policy making

Areas of improvement for CA countries

Data collection and availability is uneven depending on countries

The link between labour market data and policy-making is weak

Tracer studies were carried out in few countries with external support

Human and IT capacities need to be strengthened

Focus on the example of Kyrgyzstan

- **Data in Kyrgyzstan is mainly based on the national Household survey,** displaying data on labour force surveys, employment / unemployment
- Kyrgyzstan lacks **data on employers, VET students and VET system**

Towards a labour management system?

- The Ministry of Labour, Migration and Youth of the Kyrgyz Republic is developing a project of management information system on the labour market with support from GIZ

Better informed policy-making

- Employers are increasingly involved through public-private skill councils as well as other activities (including labour code amendment and workplace training)

Kyrgyzstan needs to pursue its efforts towards better data collection, especially from employers, and increased business involvement in VET

Approach

- **Aim: to** learn about private sector views on training and the VET system, and to adjust the VET policies accordingly
- Conducted and monitored by the ministry
- **Across all industries**: 960 respondents
- Online survey (15 minutes) over 2 months
- Circulated to **business associations and chambers of commerce**

Areas of improvement in VET

Theme Subthemes	No. of respondents	% of total
Improve school system	151	33%
Better careers advice in schools	80	18%
Improve / provide VET in schools	68	15%
Ensure school leavers are literate and numerate	44	10%
Training options	112	25%
Specific courses / availability of courses	58	13%
Support for trainees / training	24	5%
Tailor to employer or trainee needs	21	5%
Flexibility in mode or timing of delivery	20	4%
Greater alignment and connection	105	23%
Connection between tertiary / schools / ITOs & industry	93	21%
Alignment across VET sectors	22	5%
Improve quality	65	14%
Higher standards (meet industry reqs) / consistency	45	10%
Tutors / assessors are qualified/experienced	19	4%
Up to date standards	4	1%
Student / trainee expectations or attitudes	51	11%
Better resourcing / lower cost	46	10%
More emphasis on practical skills / on-job learning	39	9%
More practical skills taught	27	6%
More on-job learning	17	4%
Better communication / consultation / more information	22	5%
Less bureaucracy / complexity	17	4%
Old apprenticeship model / min hours / NZCE	12	3%
Business skills / mgmt skills / advanced education / career pathways	12	3%
More polytechnic / provider education	7	2%
Positive comments	13	3%
Other	19	4%
Total respondents (excluding N/A comments)	451	

Results

- **The majority (58%) of employers** rated the service of VET institutions as **very good or excellent,** and ask for more support for training
- **Main barriers are:** cost, low availability of local training, and lack of information
- **Areas of improvement encompass** better career advice in school, more connection with industry and higher standards to meet industry requirements

Agenda

1. Strengthening the database to inform policy-making

2. **Developing National Qualifications Frameworks and Occupational standards**

3. Way Forward

Benefits of NQF

✓**Clarifies how different qualifications relate to each other** and how to advance through the system

✓**Increases quality assurance**, as the framework demonstrates at what level each qualification is compared to other qualifications in the system

✓Shows the **competencies associated with each qualification**

✓**Involves the different stakeholders** into the system

Areas of improvement for CA countries

NQF have not been established in Central Asia countries

Several countries have started to develop them, or have plans

The involvement and awareness of the private sector is low

Focus on the example of Kazakhstan

- **The NQF has been developed** in line with the EQF **and adopted**
- The country is developing SQF in several sectors

Zoom on the IT sector

- Kazakhstan has completed **a SQF in the IT sector**
- **8 IT OS** have been drafted in accordance with the latest standards from OECD countries
- The process is good overall and is gradually involving more employers

Zoom on the petrochemicals sector

- **Few standards** have been developed and with limited coordination and awareness of employers
- Kazakhstan has established a **plan** to develop OS and empowered the **Chamber of Commerce**

Kazakhstan is developing sector councils to promote and foster the development of human capital that match employers' need *e.g.* IT consortium

2

Mission and activities

- Employer-led, UK-wide organisation, "The voice of the employer"
- Formulates and reviews occupational standards
- Supports the development of units and qualifications based on these standards
- Works with sectoral employers to identify future skills needs
- Designs apprenticeship frameworks
- Encourages greater employer investment in training
- Provides labour market information (LMI) that assists in long-term business planning

Organisation

- Funding mechanism: 50% employer funding and 50% project funding (which is always a mixture of both, gained by contestable funding)
- 90 employees
- Represents about 20 000 companies including many SMEs

Agenda

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3. **Way Forward**

Central Asia countries could follow several guidelines to better inform skills' policy-making

✓ **Develop ICT infrastructure** to support data collection and analysis, and **openly share data** with academia and civil society

✓ **Increase the involvement of the private sector through public-private skill councils and private sector-led surveys** to collect inputs, discuss and better inform skills development policies

✓ **Build capacity in government organisations** to collect and analyse data, develop standards and design and monitor skills development policies

✓ **Sustain current efforts on NQF and OS development**, including by involving employers

✓ **Continue to build on international experience**

Central Asia countries can leverage OECD good practices to improve their VET system

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