

# Pre-Symposium National Survey Findings

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# Outline

- Background
- Preliminary findings
  - Current status and challenges in TVET
  - ICT in TVET
- Next steps



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# Background

Objectives

Methodology and data

# Objectives

To build a better understanding of:

- 1) Current status and challenges in TVET in Central Asian countries; and
- 2) How ICT can enhance skills development across the region.

# Methodology

- Duration: May-June 2016
- Participating countries: Kazakhstan (KZ), Kyrgyzstan (KG), Mongolia (MN) and Tajikistan (TJ)
- Respondents: One of the delegates from each country
- Data: A 28-question questionnaire both in English and Russian



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# Preliminary findings

**Current status and challenges in TVET**

ICT in TVET

# Policy environment

- All four countries equipped with a national TVET development plan or education sector development plan that has a TVET part
- All includes all levels of education in their national qualification frameworks.

<b>Questions</b>	<b>Countries</b>
Countries with TVET policy that includes ICT-related sections	KZ, MN, TJ
Countries with national education policy that includes ICT	KZ, KG, MN
Countries with ICT in Education Master Plan	TJ

# TVET System

- All four countries provide TVET through mainly public institutions

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## Levels of TVET courses delivered

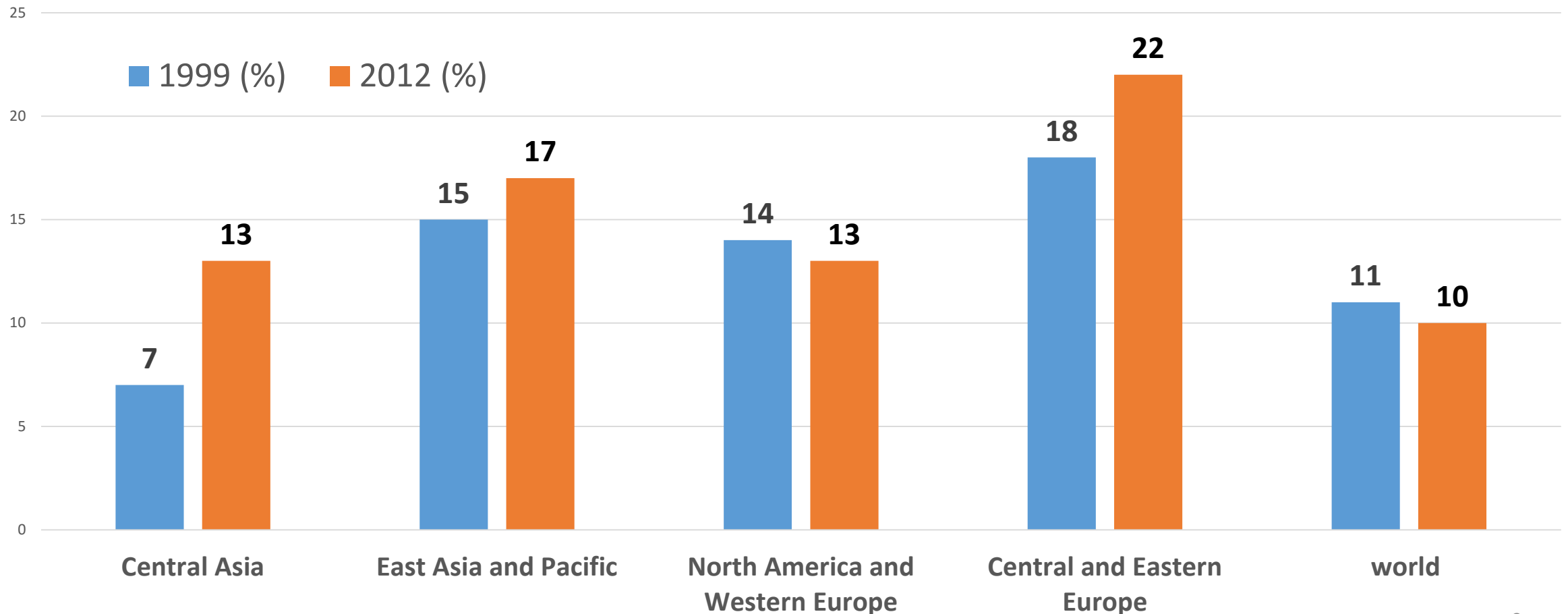
Kazakhstan	Certificate, Secondary, post-secondary, Bachelor Certificate; Secondary; Vocational (diploma); Post-secondary
Kyrgyzstan	secondary
Mongolia	Certificate; Diploma
Tajikistan	Primary education; Secondary; Post-secondary

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# TVET as a share of secondary enrolment

- Higher than the world average



# TVET finance

- Wide range of budget allocation for TVET across the region

	% of TVET in education budget	
	2015	2014
Kazakhstan*		4.36 (2013)
Kyrgyzstan	6.9	6.7
Mongolia	0.31	0.35
Tajikistan	m	m

# Teachers in TVET

- National competency standards for TVET teachers needed (available only MN)

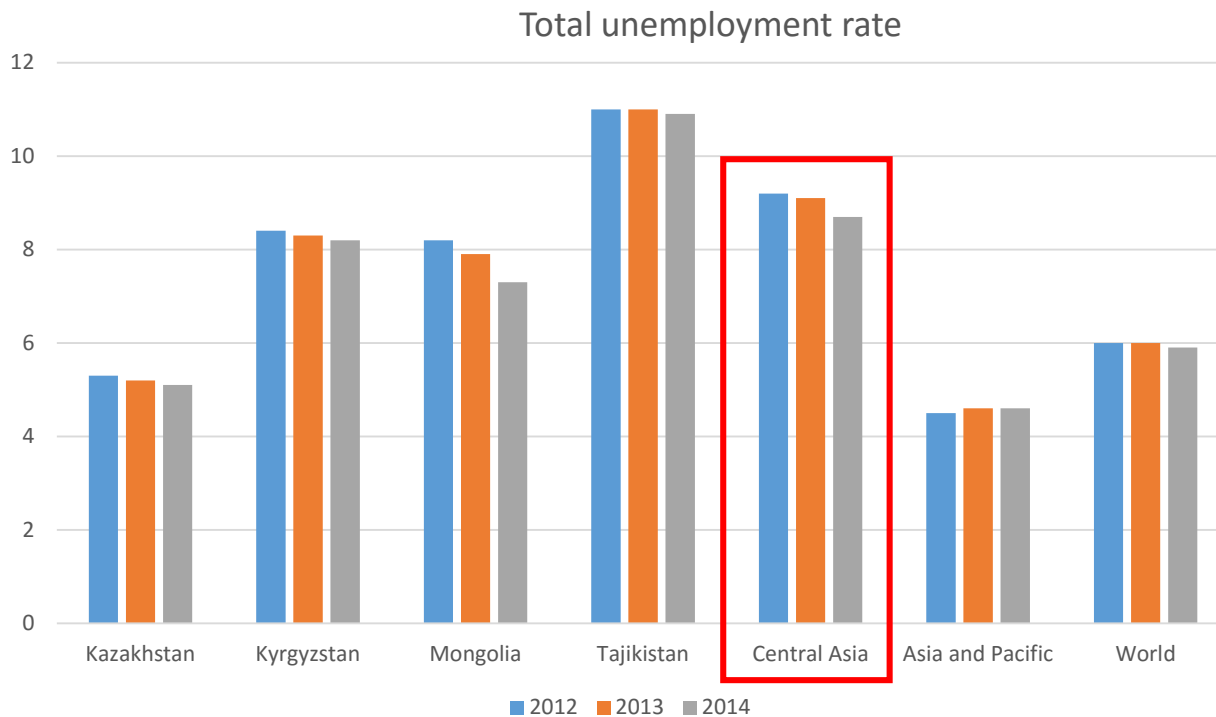
	<b>TVET teachers' qualification (Minimum)</b>	<b>ICT related training and skills</b>
Kazakhstan	Bachelor's degree	data not reported
Kyrgyzstan	Diploma level TVET graduate (Bachelor's degree; Master's degree)	None
Mongolia	Diploma level TVET graduate	<ul style="list-style-type: none"> <li>• Basic ICT courses in pre and in-service</li> <li>• ICT competency standards for TVET teachers</li> </ul>
Tajikistan	Secondary vocational education (Bachelor's degree)	<ul style="list-style-type: none"> <li>• Basic ICT courses in pre and in-service</li> </ul>

# Engaging employers in TVET

- All countries engage employers in:
  - Qualification process
  - Curriculum design
  - Assessment & certification
  - Work placement
- Less in policy development
  - Promising case: In Mongolia, National Council for VET (NCVET) is the highest authority, where 18 members with 9 Government representatives and 9 Employers representatives.

# TVET performance

- High employability rates of TVET graduates in KZ, KG and MN



# Main challenges (top 4)

- Low financial investment in TVET
- Low level of engagement and partnership with employers.
- TVET courses and programmes that are mismatched with the current and future skills needs of the job market.
- Outdated and lack of practical oriented instruction/pedagogy at TVET institutes.



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# Preliminary findings

Current states and challenges in TVET

**ICT in TVET**



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# ICT infrastructure in TVET institutions

- Surveyed on electricity, internet access, computer labs, projectors, workshops with technology, LAN, school website
- Kazakhstan and Mongolia scored the highest in all areas.
- Most countries invest ICT infrastructure more on post-sec TVET than on secondary TVET

Countries	Findings
Kazakhstan and Mongolia	ICT well equipped in all or most TVET institutions
Kyrgyzstan	Stable electricity and internet access in most TVET institutions Need ICT-equipped workshops
Tajikistan	Need more investment on ICT for secondary TVET (electricity, internet, computer labs, ICT-equipped workshops)



# ICT to enhance access to TVET

- Kazakhstan, Kyrgyzstan and Mongolia provide offline open and distance learning through:
  - printed material and assignment mailed to students
  - audio/video cassettes
  - radio/television broadcasting
- Kazakhstan also provides online based ODeL; MOOCs; Blended learning (face to face + online learning)
- Kyrgyzstan stresses expanding access to TVET for remote areas and disadvantaged groups in *National Sustainable Development Strategy* and *Education Development Strategy*



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# ICT to improve quality of TVET teaching and learning

- ICT in TVET curriculum
  - Mainly for ICT literacy development as separate course(s)/subject(s) (Kz, Kg, Tj)
  - Applying ICT within discrete subjects (Kz, Kg, Tj)
  - Using ICT to develop 21st century skills (collaboration, communication, creative and critical thinking, etc.) (Kz, Mn, Tj)
- Kazakhstan Gov't's provision of digital education resources and related technology
  - Interactive e-handbook (with feedback and assessment module)
  - Learning management system (LMS) (deals with online quizzes, e-portfolios etc.); HTML 5, Flash
- Mongolia Gov't's provision of digital education resources and related technology
  - Interactive e-handbook (with feedback and assessment module)
  - Content repositories
  - Lab simulation

# ICTs to strengthen data-informed TVET policy development

- Need better data management systems that guide matching what is needed in workplace and what is taught in TVET

	KZ	KG	MN	TJ
LMIS	√	x	√	*
system in place to identify skill gaps	x	x	x	*
system in place to predict future jobs	√	x	√	*
Central EMIS: TVET related data	√	√	√	*
tracer studies, employer satisfaction survey	x	√	√	*
mechanisms in place to use labor market and TVET-related data and study findings for further policy development in TVET	√	x	√	*

# Major barriers to integrating ICT in TVET

- **Infrastructure, support and services; contents; teachers' skills and attitudes**

	KZ	KG	MN	TJ
Insufficient computing devices		√		√
Inadequate IT infrastructure	√		√	
Inadequate technical support and services	√		√	√
Teachers' lack of ICT competencies		√		√
Lack of relevant and well-designed digital content suitable for TVET	√	√	√	
Teachers' reluctance to change their roles and instruction styles				√



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# Summary and next steps

# Summary: Key findings

- TVET development is progressing in the region (NQF, QA, employers engagement)
- Yet, more works need to be done to provide equitable opportunities for lifelong skills development for the changing world of work
- More attention should be given to TVET teachers capacity
  - TVET teacher competency framework (content and pedagogy)
  - ICT skills for TVET teachers
  - ICT competency standard for TVET teachers
- ICT can facilitate labour market data collection and analysis to feed and guide what needs to be taught in TVET institutions

# Study: ICT-supported TVET in Central Asia

- UNESCO Bangkok and UNESCO IITE
- Further data collections
  - During CASIE
    - Focus Group Discussion
    - Key Informants Interviews
    - To be conducted on Day 3 as a follow-up and for in-depth data
  - After CASIE
    - Surveys and interviews at policy and institutional level
- Report to be published at the end of 2016



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# Thank you

Q/A

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