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Employment and entrepreneurship in TVET policies of Central Asian countries

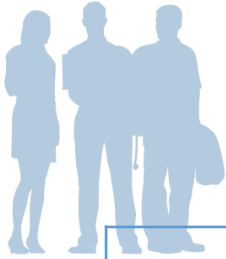
*Based on the Sub-regional Study on Life-learning in
Central Asia*



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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.

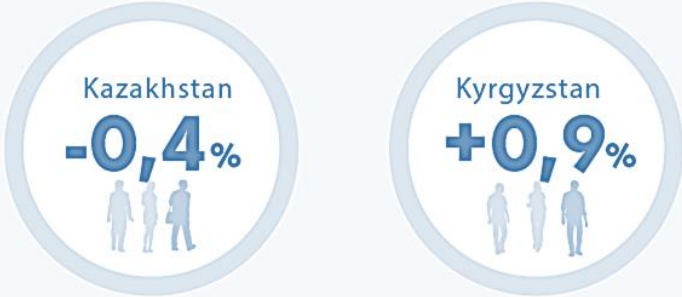
The employment level across the region shows relatively stable dynamics

Employment level in 2015



Kazakhstan	Kyrgyzstan
80,4%	67,2%

Change from 2013:



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



Kyrgyzstan

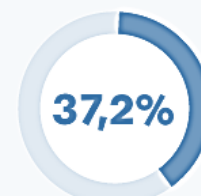


Tajikistan

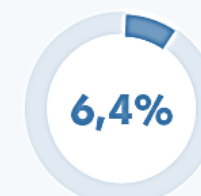
In most countries of the region, participation in the VET system has increased



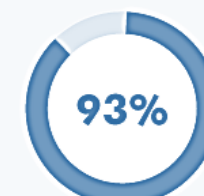
Kazakhstan



Kyrgyzstan



Tajikistan



Uzbekistan

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:

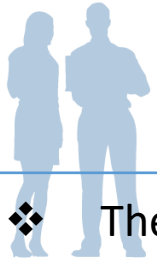
Kazakhstan

+5,5%

+0,9%

Kyrgyzstan

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.



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**Thank you for your
attention!**

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