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

Session on Strengthening data-informed education and training policy development

Central Asia Symposium on ICT in Education 2016
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Draft
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

Recommendations

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

Focus for today

- Tools to assess the effectiveness of training and education

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

2. Developing National Qualifications Frameworks and Occupational standards

Source: OECD (2013), Developing Skills In Central Asia Through Better Vocational Education And Training Systems, Private Sector Development Policy Handbook - Co-funded by the European Union
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

### 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

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Since 2013, first surveys have been carried out but the general collection and use of data remain insufficient.

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

Sources: OECD Investment and Competitiveness in Central Asia – phases II and III project, co-funded by the European Union; GIZ
New Zealand’s ministry of Education conducts regular surveys to employers on training and 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**

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

Source: Ministry of Education of New Zealand (2012) *Industry training review: Results of the employer interviews & survey*, May 2012,
1. Strengthening the database to inform policy-making

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Developing National Qualifications Frameworks and Occupational standards – 2013 findings

<table>
<thead>
<tr>
<th>Benefits of NQF</th>
<th>Areas of improvement for CA countries</th>
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<td>✓ Clarifies how different qualifications relate to each other and how to advance through the system</td>
<td>NQF have not been established in Central Asia countries</td>
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<tr>
<td>✓ Increases quality assurance, as the framework demonstrates at what level each qualification is compared to other qualifications in the system</td>
<td>Several countries have started to develop them, or have plans</td>
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<tr>
<td>✓ Shows the competencies associated with each qualification</td>
<td>The involvement and awareness of the private sector is low</td>
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<td>✓ Involves the different stakeholders into the system</td>
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Since 2013 several countries have embarked on the development of NQF and OS

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

Sources: Ministry of Education and Science of the Republic of Kazakhstan; OECD projects on Sector Competitiveness and on Regional Competitiveness in Kazakhstan (2015), co-funded by the European Union
The UK relies on Cogent skills council for science-based industries

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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