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Expert group meeting on structural economic transformation in North and Central Asia

Strengthening Education systems in Central Asia

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Global and regional socio-economic and employment trends

Mega trends

- Demographic changes
- Digital Transformation
- Globalisation
- Urbanisation

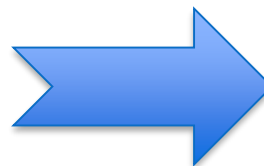


Profound transformation of

Future of Work

and

Future of Learning



New Skills

- Required in Labour Market
- Transformation of education systems to achieve the **SDGs**



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From MDG to SDG

8 goals 21 targets 60 indicators

17 goals 169 targets 231 indicators

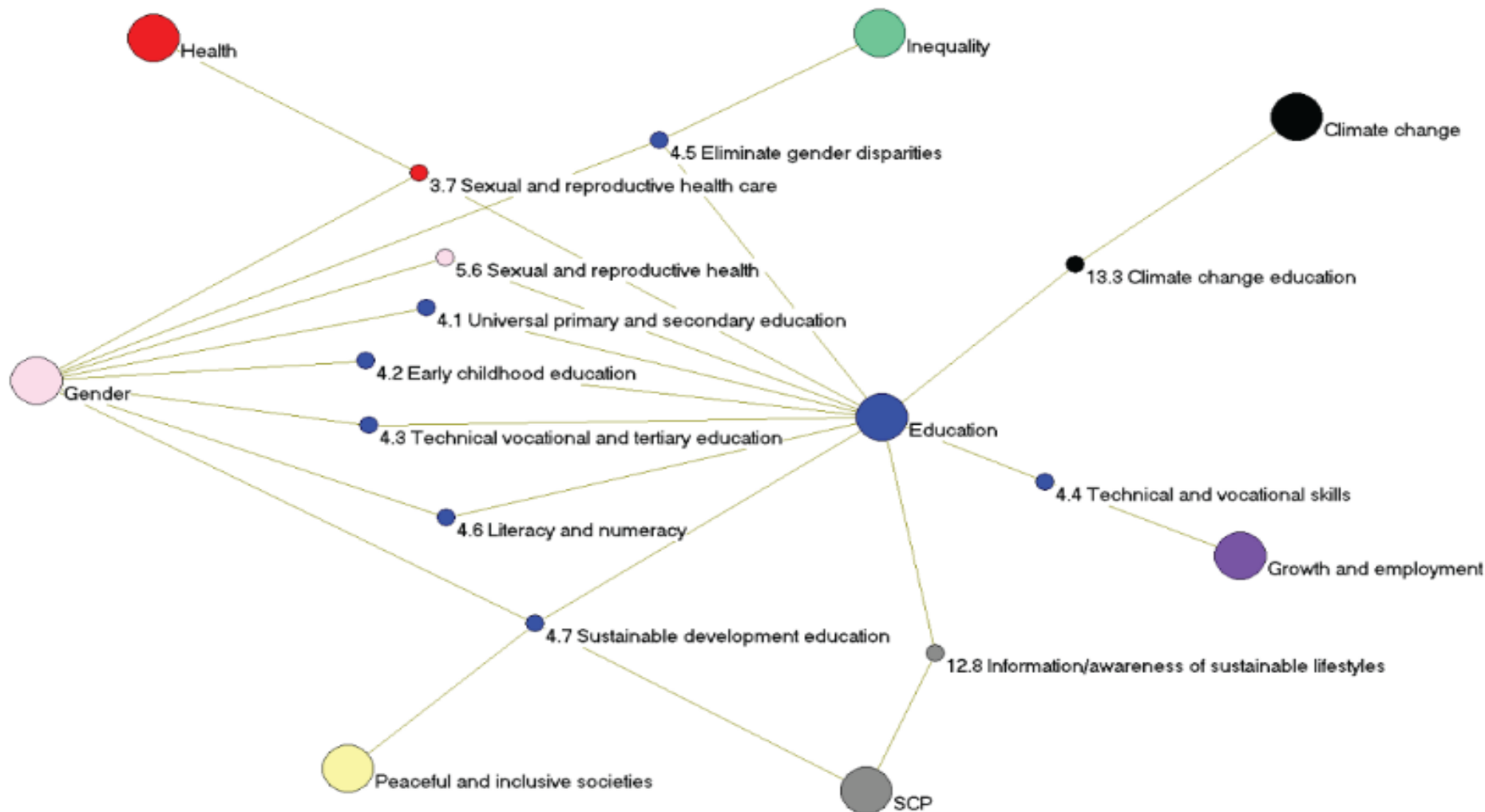


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SDGs are integrated with Quality Education



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Sustainable Development Goal (SDG) 4

“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

- **Universal relevance** - both global North and global South
- **Rights-based** and a **public good**
- **Inclusion, equity and gender equality** as fundamental principles
- Addresses all forms of discrimination and of situations, including emergencies, which impede the fulfilment of the right to education.

“No one should be left behind”



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SDG 4 – Quality Education

The 10 Targets

Outcome Targets [7]

- 4.1 Quality primary/secondary education for all
- 4.2 Early childhood & pre-primary education
- 4.3 Equal access to TVET & higher education
- 4.4 Relevant skills for work
- 4.5 Gender equality & equal access for all
- 4.6 Youth and adult literacy
- 4.7 Global citizenship education for sustainability

Means of implementation [3]

- 4.a Safe & inclusive learning environments
- 4.b Scholarships for higher education
- 4.c Teachers' training and working conditions



Transforming Education Systems into Lifelong Learning Systems

Lifelong learning approach encourages learning and recognises learning outcomes in the form of increased **knowledge, skills and attitudes** attained from inside and outside the formal education system.

In order to meet **SDG 4**, the Central Asian countries need to revisit their education policies and redesign the current practices with a view to developing lifelong learning systems.

Key drivers for lifelong learning in CA

- Improve skills of the workforce
- Boost innovation and economic development
- Build peace and social cohesion



Pre-school education in CA: current situation and challenges

Current situation:

- ❖ Pre-school education provision in CA is not free and not adequately available;
- ❖ Characterised by **low enrolment, uncertain quality, and unevenly distributed resources across regions**;
- ❖ There has been a **fast increase of pre-school provision** through public-private partnerships in all four countries in recent years;
- ❖ There is still a **gap in access to pre-school education** between urban and rural areas;
- ❖ Provision of pre-school education **varies widely across the four countries**.

Coverage	Kazakhstan *	Kyrgyzstan *	Tajikistan *	Uzbekistan**
3-6 year-olds	86%		12%	29%
3-5 year olds		21%		

Challenges in achieving SDG4 targets 4.2, 4.5:

- weak readiness** for primary education due to poor preparation;
- the **urban/rural divide** will continue to increase in school performance at primary and secondary school levels;
- child care duties tend to **limit the opportunities of women** to participate in the labour market and adult learning, hence increasing gender inequality.

Primary and Secondary Education in CA: current situation and challenges

Current situation:

- ❖ Public school education is predominant; private schools mainly appear in large cities and less in rural regions.
- ❖ The access to formal education generally decreases as the level goes up.
- ❖ There is a considerable gap between the coverage and quality of school education.

Gross enrolment rate at different education levels in Central Asia

Gross enrolment rate Country	Grade 1-9	Grade 10-11 (academic lyceums)	Vocational upper secondary education	% school-leavers enter Higher education (2017)
Kazakhstan	106%**** (2016)		**41% (2015)	*50%
Kyrgyzstan	98.4% (2014)	53.4%	**37% (2014)	*44%
Tajikistan	99% (2017)	-	**6.4% (2013)	*31%
Uzbekistan	***97% (2016)	***10% (2018)	***90% (2018)	*9%

Challenges in achieving SDG4 targets 4.1, 4.7, 4.c:

- shortage of quality teachers,
- outdated school curricula,
- limited activities for developing skills needed to promote sustainable development,
- poor education quality,
- shortage of textbooks,
- multiple shifts in school,
- rural and urban divide,
- patchy career guidance and counselling services,
- poor facilities for inclusive education.

TVET: current situation and challenges

- ❖ The TVET systems in four countries have developed differently.
 - Uzbekistan -> after grade 9, majority (93%) is directed towards TVET.
 - Kazakhstan, Kyrgyzstan and Tajikistan -> nine years of compulsory education and the enrolment in TVET is much lower.
- ❖ Many TVET institutions in rural regions have been closed.
- ❖ The responsibility of TVET often lies not with the Ministry of Education.
- ❖ The size of the formal TVET systems varies in terms of enrolment rate and number of providers.

Challenges to achieve SDG 4 targets 4.4 and 4.b:

- Develop labour market information systems, skills forecast, analysis of skills gaps, mismatch
- Offer more state grants for initial TVET -> opportunities for youth, especially rural
- Involve more employers in improving the relevance of curricula and skills sets -> economic diversification
- Strengthen multi-ministerial cooperation to formulate national lifelong learning strategies.

Table 5: Initial TVET Providers (professional lyceums and vocational colleges)

Country	Kazakhstan* 2015	Kyrgyzstan* 2015	Tajikistan* 2015	Uzbekistan** 2018
Initial TVET providers	780	231	127	1422

Source: *(ETF, 2017, p. 10). ** (UNESCO, 2018)

Adult Learning and Education: current situation and challenges

- Adult education -> vocational and continuing education (i.e., professional development, upskilling, and retraining in formal or non-formal settings).
- In practice, limited provision of state-funded adult education.
- In the past decade, formal and non-formal adult learning and education has received more attention, and provision has increased.
- Since 2010, progress in formulating medium to long-term vision for TVET -> into policies.
- However, focus mainly on young learners.
- Adult learning and education, lifelong learning or pathways to other education levels are only starting to attract attention.

Challenges to achieving SDG4:

- Limited inter-ministerial cooperation,
- Lack of funding mechanisms,
- Quality issues,
- Lack of statistics for non-formal adult learning and education.

Table 7: Range of Providers of Adult Education and Learning

Providers of adult education	Non-formal education	Formal education
Vocational colleges	Yes	Yes
Higher education institutions (Universities)	Yes	Yes
Institutions, centres, faculties and courses for professional training and retraining	Yes	Yes
Centres for vocational training and retraining of the unemployed	Yes	No
Non-governmental educational institutions	Yes	No
Non-governmental non-commercial institutions (including unions, associations)	Yes	No
Centres of culture and leisure for the population	Yes	No
Museums, libraries, theatres, cinemas and art galleries	Yes	No
International organisations/projects	Yes	No

Higher Education in CA: current situation and challenges

Higher Education Systems in Central Asia (2017-2018)

HE levels	Kazakhstan: Bologna Process member since 2010	Kyrgyzstan: non-Bologna signatory, but Bologna compliant	Tajikistan: non-Bologna signatory, but Bologna compliant	Uzbekistan: non-Bologna signatory, nor Bologna compliant
Bachelor (Bakalavr)	4 years	4 years	4 years	3-4 years
Diploma of specialist	6 years (medicine)	5 years (law, architecture) 6 years (medicine)	5 years (law, architecture) 6 years (medicine)	5 years (architecture) 6 years (medicine)
Master (Magistr)	1 or 1.5 or 2 years	2 years	2 years	2 years
Doctor of Philosophy (PhD)	3 years	3 years (pilot in 6 HEIs since 2013)	2-3 years	*2 years
Candidate of Science (Kandidat Nauk)	2-3 years (being phased out)	3 years	3 years	Being phased out.
Doctor of Science (Doktor Nauk)	3 years (being phased out)	At least 3 years	At least 3 years	3 years
*Number of HEIs (total of universities, institutes, academies, foreign university branches)	125	55	39	*85 (including 8 branches of foreign universities operating in partnership with public institutions)
*Number of HEIs (State- owned)	55	31	38	No data
*Number of HEIs (Private, Corporatised)	70	24	1	No data

Source: Arne Carlsen's Compilation

Challenges to achieving SDG4 targets 4.3 and 4.7: Lack of flexible pathways between levels of education, widening inequality, shortage of affordable higher education offerings.

Recommendations to strengthen Lifelong Learning for Economic Transformation (1)

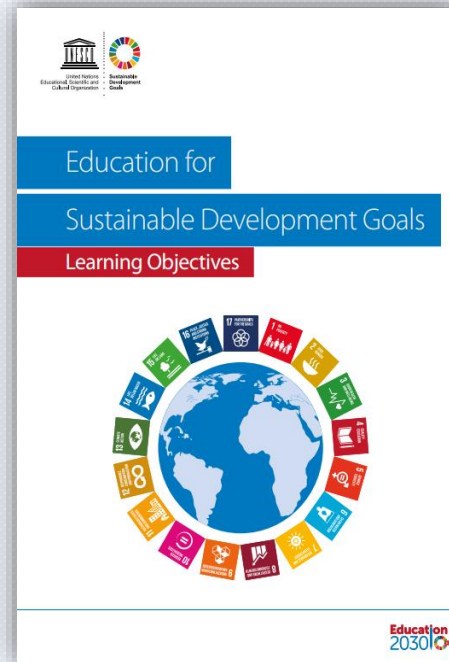
- Create a **National Trans-sectoral Committee for Promotion of Lifelong Learning opportunities for All** -> develop a National Strategy for Lifelong Learning with participation of relevant stakeholders to deal with issues such as access, funding, quality, innovation, recognition, validation and accreditation (RVA), and national qualification systems to assure flexible pathways inside and between the formal and non-formal systems.
- Combine **top-down with bottom-up approach**, make concerted efforts from different ministries and government agencies in developing/refining policies, implementation of action plans and evaluation tools (statistics);
- Raise public awareness and understanding of an equitable and inclusive lifelong learning system by **using mass media** (TV, video, internet-based news agencies);
- Increase **investment from various financial sources**, including public-private partnerships in improving infrastructure, online learning platforms for all ages, equipment and learning materials, and research environments;

Recommendations to strengthen Lifelong Learning for Economic Transformation (2)

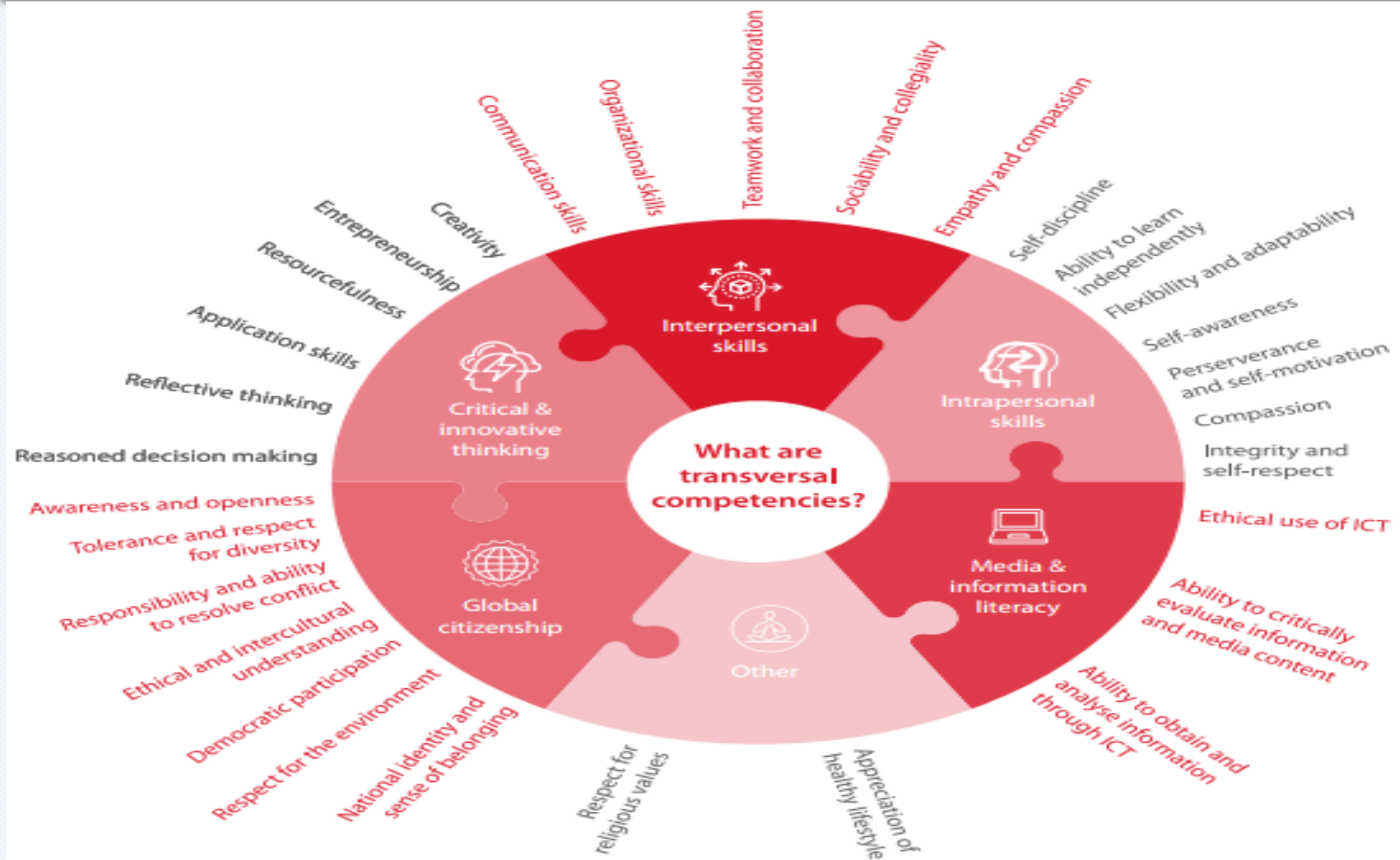
- Enhance **research capabilities** in lifelong learning (LLL) and **disseminate knowledge** about the wider benefits of LLL;
- Collaborate with international development partners and donors to benefit from **expert knowledge and external resources**.
- Organize **regular regional seminars** for policy learning and continued cooperation to share good practises and common policy options.
- Prioritize **teacher training** and professionalization of adult teachers and educators;
- Develop **national or sub-regional training programmes** for lifelong learning professionals.
- Support non-formal educational institutions to organize educational, cultural, recreational, environmental, **activities for the urban and rural populations** of different ages.
- Develop **Learning Cities** for inclusive sustainable development through lifelong learning.
- Integrate ‘**transversal competencies**’ development at all levels in the formal education system as well as in the non-formal sector.

Why transversal competencies are important ?

- Required for the holistic development of learners such as collaboration, self-discipline, resourcefulness, and respect for the environment.
- Meeting changing labour market skill demands and risks.
- Supporting social and cultural development and life-long learning of young people within a knowledge society.



What are transversal competencies ?





Mainstreaming Education for Sustainable Development (ESD)

SDG 4.7: Key for achieving all SDGs

ESD is developing cognitive, socio-emotional and behavioral competences to succeed in the future and achieve all 17 SDGs:

- Integrating ESD in policies, strategies and programmes
- Integrating ESD in curriculum and textbooks
- Integrating ESD in teacher education
- Delivering ESD in the classroom and other learning settings
- Assessing ESD learning outcomes and the quality of ESD programmes



Thank you for your attention

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